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ABSTRACT

This document is one of three products developed as part of a 2-year project designed to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. It is hoped that these products will help schools and businesses to cooperate in conducting a mentoring program. It provides guidelines for setting up a program and for establishing an active partnership between schools and businesses. It also includes a leader's guide for setting up one type of mentoring program. In addition to suggesting procedures for initiating, conducting, and evaluating mentoring programs, this guide includes case studies of two existing and flourishing mentoring programs. It is designed to be an easy-to-use reference resource for businesses, schools, or community agencies that want to initiate mentoring programs. Chapter 1 presents the eight steps in developing a mentoring program. Chapter 2 provides workshop leaders with an introduction to conducting mentor training, and chapter 3 contains a set of mentor training activities. Chapter 4 includes the case studies of two mentoring programs: The Registry in Seattle, Washington and the Directions' Career Mentorship Program in San Francisco, California. Appendices contain supplemental information for trainers and fliers, and forms from the Northwest Regional Educational Laboratory and the two mentoring programs described in the case studies. (NB)

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Book 1

HAND IN HAND: Mentoring Young Women

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GUIDE FOR PLANNING, IMPLEMENTING, & EVALUATING A MENTORING PROGRAM

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Center for Sex Equity
Portland, Oregon

Women's Educational Equity Act Program
U.S. Department of Education

Hand in Hand: Mentoring Young Women

Guide for Planning, Implementing, and Evaluating a Mentoring Program

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Contents

Preface v

Acknowledgments vii

Introduction ix

Developing a Mentoring Program 1
- Step 1. Forming a Task Force for Planning • 2
- Step 2. Recruiting Additional Sponsors • 3
- Step 3. Recruiting Mentors • 3
- Step 4. Recruiting Mentees • 4
- Step 5. Training Mentors and Mentees • 5
- Step 6. Matching Mentees with Mentors • 6
- Step 7. Implementing the Mentoring Program • 6
- Step 8. Evaluating Program Effectiveness • 7

Conducting Mentor Training 9
- Introduction for Workshop Leaders • 9

Mentor Training Activities 13
- Training Agenda • 14
- Getting to Know You • 15
- General Introduction • 20
- Facts and Figures • 23
- Mentors in My Life • 30
- Nitty-Gritty Issues • 34
- Gathering Mentor Information • 42
- Housekeeping Details • 49
- Wrap-Up • 52

Case Studies of Successful Mentoring Programs 53
- The Registry—Seattle, Washington • 53
- Directions' Career Mentorship Program—San Francisco, California • 56

Appendix A: Supplemental Information for Trainers 59
Training Behaviors that Support or Hinder Learning • 60
Do's and Don't's of Training • 62
Managing Conflict • 63

Appendix B: Northwest Regional Educational Laboratory Flier and Forms 65
Mentor Information Sheet • 68
Student Profile • 69
Training Evaluation • 70
Mentor Evaluation • 71
Student Evaluation of Mentorship • 72

Appendix C: The Registry Flier and Forms 73
Student Match Form • 76
Mentor Match Form • 78
Match Agreement • 80
Registry Program Evaluation Survey—Student • 82
Registry Program Evaluation Survey—Mentor • 85

Appendix D: Directions' Career Mentorship Program Flier and Forms 89
Directions' Career Mentorship Program Fact Sheet • 91
Career Mentorship Program Application • 92
Placement Description • 94
Internship Contract • 96
Planning the Internship • 99
Internship Plan • 100
Mentor's Final Evaluation • 101

Preface

The material in this publication was developed as part of a two-year project funded by the Women's Educational Equity Act Program. The project was informally known as the Mentor Project. This overview provides a brief explanation of the project and description of the three products developed in conjunction with it.

The primary goal of the Mentor Project was to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. To achieve that goal, twenty-five minority career women in the Portland area were recruited and trained to be effective mentors. During the first year of the project, these women represented managerial and professional occupations, occupations involving technology and nontraditional occupations for women. After undergoing training, these women served as mentors for the minority high school girls who participated in the project. A mentorship involved visits by the student to the mentor's place of work and structured activities for students to complete and reflect upon in a student career journal.

A second goal of the project was to strengthen the capacity of local communities to use mentors as vehicles for fostering equity in career development programs for youth. To achieve this goal, a task force made up of key representatives of the schools, the community, and private industry met regularly with project staff to help identify factors that influence the development and maintenance of collaborative relationships and programs.

During the second year of the Mentor Project, staff used the material developed during the first year to train mentors in already-established mentoring projects in Tucson, Arizona; San Francisco, California; Portland, Oregon; and Seattle, Washington. The primary goal of the second year was to refine training materials and to test their usefulness to various types of mentoring programs. A second goal was to develop a guide that would provide a step-by-step procedure for schools, businesses, or community agencies to design and implement mentoring projects.

This book, *Guide for Planning, Implementing, and Evaluating a Mentoring Program*, is one of three products developed that will help schools and businesses to cooperate in conducting a mentoring program. It provides guidelines for setting up a program and for establishing an active partnership between schools and businesses. In addition, it includes a leader's guide for

conducting one type of mentor training. Following is a brief summary of the other products in this series:

Ideabook for Mentors. The basis for a mentor training workshop and a handy reference during mentorships. The *Ideabook* contains descriptions of activities that mentors and students can complete during their time together. It also includes general information about mentoring and specific information about minority females and career development.

Student Career Journal. A workbook for students to use during the mentorship. The *Journal* contains information, activities, and questions for students to consider. It complements the activities described in the *Ideabook*.

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Introduction

Wherever a school and business are in proximity—and that is almost everywhere—the potential for a partnership exists. Throughout the United States, where business people and school personnel recognize the ways in which such arrangements can be mutually beneficial, partnerships are proliferating. The partnership programs vary greatly, as do their benefits. For example, a company may subsidize a concert series for a neighboring school district to provide students with exposure to the fine arts. Another company may provide speakers for school classes, who talk about their occupations and act as role models for students. Career fairs, work-experience programs, seminars for teachers about the business world and a sharing of facilities and equipment are a few of the ways schools and businesses work together.

Mentoring, which is gaining popularity as a partnership program, is the focus of this *Guide*. The book is not intended to be a rigid directive for the one best way to conduct a mentoring program. Most of the components of a mentoring program are flexible, and so several options are offered.

Informal mentoring has existed since ancient times. Most people can think of someone in their experience who has been a role model, given encouragement when it was needed, offered advice helpful to career development, or opened personal or professional doors. Now mentoring is studied as a skill and art, in terms of both being a mentor and securing a mentor for oneself. In her book *Mentors and Protégés*, Dr. Linda Phillips-Jones provides a thorough treatment of how to establish, strengthen, and get the most from a mentor relationship. Her book deals with personal mentor relationships rather than mentorships arranged as part of a formal structure.

Nationwide and internationally, mentoring is becoming the means through which established professionals are reaching out with advice and encouragement to aspirants in their own field or to students at critical decision-making points in their lives. Unlike mentorships built on personal acquaintanceships, friendships, or family relationships, those established in a planned program are contrived. What is lost is the spontaneity and excitement of two people who discover each other by chance. What is gained is mutual commitment to the relationship from the beginning, clearly defined objectives based on the needs of the mentee and the abilities of the mentor to meet those needs, and a plan by which the objectives can be met.

This *Guide* suggests procedures for initiating, conducting, and evaluating mentoring programs and includes case studies of two existing and flourishing

mentoring programs. It also contains a separate section with detailed instructions on how to conduct one type of mentor training. It is designed to be an easy-to-use reference resource for businesses, schools, or community agencies that want to initiate mentoring programs.

Developing a Mentoring Program

A mentoring program can be initiated by a business, a school, a service organization, or some other community agency. The three essentials are (1) an idea of what you want to accomplish with the program, (2) an institution willing to initiate the program, and (3) a creative individual who can coordinate it. Once these elements are established, program planning can begin.

Deciding on what you hope to accomplish is an important first step. The purposes or goals of the program will provide your focus. For instance, do you want

- to provide at-risk students with an incentive to stay in school?
- to provide gifted students with the opportunity to work with someone in a chosen career area?
- to provide minority students with successful minority role models?
- to match women considering nontraditional careers with women who have successfully overcome the barriers women face in these fields?
- to match first-year teachers with experienced teachers who can encourage and assist them with problems?
- to match aspiring school administrators with successful practicing administrators who can help them gain the skills needed to obtain an administrative position?
- to match recently displaced homemakers with former displaced homemakers who can provide them with the encouragement and confidence needed to find a job?

In the pages that follow, eight basic steps for developing a mentoring program are discussed: (1) forming a task force for planning, (2) recruiting additional sponsors (if desired), (3) recruiting mentors, (4) recruiting mentees, (5) training mentors and mentees, (6) matching mentees with mentors, (7) implementing the mentoring program, and (8) evaluating program effectiveness.

Step 1. Forming a Task Force for Planning

In most cases, it will be helpful to convene a task force or committee to make decisions about the design and operation of the mentoring program. The task force should include people from the various agencies to be involved in the program, such as school personnel, business representatives, and members of community organizations. For instance, if the mentoring program's goal is to work with at-risk high school youth to prevent them from dropping out of school, the task force should include school personnel who work with at-risk students and understand their problems and needs. The task force should also include representatives from the businesses likely to provide mentors, as well as members of various community agencies who assist families with special needs.

The task force will need to meet several times to consider and make decisions about the components of the program:

- *Who will be sponsoring the program?* Although some basic decisions about goals and objectives may be made prior to involving all interested parties, it is important to recruit and involve the key players early in the planning process. Do additional businesses or agencies need to be involved? What needs to be done to elicit their support? In most cases, the mentoring program will include sponsors. (See step 2.)

- *Who will the mentors be?* The decisions about "types" of mentors will be determined in part by the program's goals. Will all the mentors come from one business or from several? Will certain occupational areas be targeted? What essential and desirable personal characteristics should the mentor have? (See step 3.)

- *Who will the mentees be?* Again, decisions about "types" of mentees will be influenced by the previously stated goals. Will all the mentees come from the same school or district? What personal characteristics should they have? Will they be average, at-risk, or gifted students? Is the focus on a special population, such as women or minorities? (See step 4.)

- *How will mentors and mentees be trained?* Training must be thorough but not burdensome. Who will conduct the training? Should mentors and mentees be trained together or separately? Should there be more than one training session for each group? What should be included in the training? (See step 5 and chapter 2.)

- *How will mentors and mentees be matched?* Matching should be done in a manner likely to facilitate the establishment of mentor-mentee rapport. Will they be matched according to occupational interest or personal characteristics or both? (See step 6.)

- *What will the program structure be?* The program structure can take many forms. What will be the duration of the mentor-mentee relationship? If the mentees are high school students, will the program run during the summer, during a school term, or for the entire school year? Will there be minimum requirements for the number of contacts between mentors and mentees? Will there be specific activities, such as training seminars or job-site meetings, that mentors and mentees must participate in? Will mentors be encouraged to meet with mentees on an informal or social basis? Are there insurance considerations that must be addressed? (See step 7.)

- *How will program effectiveness be evaluated?* The task force needs to plan for this component before the program is under way. To what extent should project staff monitor mentor-mentee relationships? What techniques will be used for participant evaluation of the program? How will the ongoing impact of the program be assessed? (See step 8.)

- *What is the budget for the program, and who will contribute to or cover the expenses for which activities?* The following expenses should be considered in budget planning: salaries and benefits for project staff; telephone, postage, and office supplies; training materials and other duplication costs; fees for trainers; stipends for mentors; travel for trainers, mentors, and staff; training facilities; refreshments; and equipment use.

Step 2. Recruiting Additional Sponsors

In order to gain a broader base of support for the mentoring program, it is helpful to have more than one sponsor. For instance, if a business is initiating a mentoring program for high school students as part of its community relations efforts, not only will it need the support and cooperation of the schools in the area, but it may also want to recruit other businesses to provide mentors and to assist in the planning and cost-sharing. If a school is initiating a mentoring program for at-risk youth, not only will the school need the support of businesses who can provide mentors, but it may also want to involve community agencies that administer other job-training programs for at-risk youth, such as the local private industry council. If a community agency is initiating a mentoring program, the agency will most likely need sponsors from both businesses and schools.

Step 3. Recruiting Mentors

To be most effective, mentors should be professional, well-established workers, satisfied in their positions and self-confident enough to be able to offer mature and reasonable guidance to a mentee. Mentors must be willing to go through the training session(s) and make the time commitment required by the program. Mentors should have the personal characteristics and professional qualifications that will enable them to serve as role models for their mentees.

Characteristics of mentors. Personal characteristics that would be beneficial include self-awareness and self-confidence with regard to both work and interactions with others; high standards and expectations of oneself and one's colleagues; enthusiasm and a sense of humor; and clear and effective communications skills, including the ability to express a point, defend a position, and confront "hard" issues without becoming overly aggressive or judgmental.

Professionally, mentors should have some measure of experience, skill, and achievement in their chosen occupations. Above all, mentors must believe in the potential of the young or the inexperienced or the disadvantaged to make positive contributions to the work force.

Sources for locating mentors. A number of sources for locating mentors exist. An obvious source is the companies that are cosponsoring the mentoring program. Another possibility is companies that have positions in the fields or occupations you are targeting. For instance, if one target occupation is female engineers, contact businesses that employ engineers to see if they have any women employees who might be interested in being mentors in your program.

Professional or trade associations for various career areas are another good source of mentors. The association may be willing to print a notice about your

program in its newsletter, or you may wish to make a presentation at one of its meetings.

Service organizations such as Kiwanis or Soroptimist may also have members who are willing to be mentors. If you are targeting minority group members for mentors, find out what minority service sororities and fraternities exist in your area.

Colleges, universities, and trade schools in the community may also be able to suggest names if you are seeking mentors in a particular field, such as anthropology or mathematics. Contact the appropriate subject area department.

Finally, don't overlook informal methods for locating mentors. Ask members of the task force to submit the names of people they know who would meet the qualifications you have specified for your mentors. Put the word out to personal and professional acquaintances that you are looking for people to be mentors. Ask the people who have already agreed to be mentors if they know of others in their field who might be interested. The more specific you are in your criteria for mentors, the more you may need to rely on the word-of-mouth method.

Step 4. Recruiting Mentees

If one of the cosponsors of the mentoring program is an institution from which the mentees will be recruited, such as high school work-experience programs or gifted student programs, then the criteria for selecting mentees will be somewhat defined already. If the organizer of the mentoring program is a business or community agency that does not already have a group of "in-house mentees," then the program coordinator will need to work with school personnel or the directors of programs that will be sources of mentees (see step 2). Following are some categories of people who might be mentees, along with criteria that could be used for selecting people within categories:

High school or college students
- sex
- grade level or year in school
- grade point average
- ethnicity
- teacher or counselor recommendation
- major or career interest
- volunteer (no other criteria)

Displaced workers
- women out of the work force for a number of years, now wanting or needing to reenter
- workers in a town where a major employer has shut down
- prostitutes who wish to leave "the life"
- the chronically unemployed
- parolees

Entry-level professionals
- workers who are already employed in their chosen field but who aspire to a higher level or administrative position
- workers who wish to enter a different occupational field
- first-year teachers or members of another professional groups

Disabled persons
- selected according to type of disability
- recently disabled

Once you have established the criteria for mentees, it is helpful to put together a one-page flier briefly describing the mentoring program, its objectives, its requirements, its benefits, and how mentees can get involved. The fliers are most effective if distributed in conjunction with a brief oral presentation that gives potential mentees the opportunity to ask questions. However, the fliers can also be posted where potential mentees congregate or can be included in newsletters.

Step 5. Training Mentors and Mentees

Mentor training. Before the mentors are introduced to their mentees, a training session should be conducted for the mentors. The training session could also be called an "information session" to give mentors some background on the purpose of the mentoring program; general role and functions of a mentor; specific responsibilities of mentors in the program; people who will be their mentees; and logistics of the mentoring program.

Mentor training should be comprehensive but not so demanding that potential mentors will be dissuaded from participating because of an excessive time commitment. In addition to the information cited above, a mentor training session could include some of the following kinds of activities:

- "Getting to Know You"—an activity to let participants share some information about themselves and learn about others in the mentor group. Mentors usually enjoy this opportunity to expand their professional networks.

- "Facts and Figures"—an activity to increase mentor awareness of the economic, social, and career issues facing their group of mentees, especially if the mentees are women, minorities, disabled, or otherwise at-risk.

- "Mentors in My Life"—an activity to reflect on the people who have served as the mentors' own mentors in the past and present, to discuss characteristics of good mentors and to increase understanding of the different roles that mentors can play.

- "Problem Solving"—an activity to increase awareness of various personal issues or situations that may arise during the mentorship and ways of dealing with them.

More information and a detailed training agenda and activities for mentor training can be found in chapter 2.

Mentee training. Training sessions for the mentees may also be included in the mentoring program. Mentees may have an "information session" as described above. Then, depending on the goals of the program and the experience of the mentee population, mentee training may include such topics as job-search methods, interview techniques, communication skills in the workplace, good work habits, assertiveness training, values clarification, cultural sensitivity, decision-making skills, time management, stress management, goal setting, how to benefit most from the mentor program, and how to deal with potential problems.

It may be appropriate for mentors and mentees to attend together the sessions on time management, communications skills, or values clarification. Planning, preparing, and presenting mentor and mentee training may be the most time-consuming function of the program coordinator. The program coordinator may wish to enlist other people to help with the training.

Step 6. Matching Mentees with Mentors

The method of matching mentors and mentees will, to a large extent, be determined by the program goal. For example:

- If the goal is to provide young people with role models, then matching by sex or ethnicity may be desirable. Many programs place a high value on enabling mentees to see people like themselves who are successful, even if the mentors are not in the exact occupations the mentees may be considering.

- If the goal is to increase career awareness or provide job experience, the match should be made on the basis of the mentor's occupation and the mentee's occupational interest.

- If the goal is to provide advisers for first-year teachers or administrative aspirants, the match should be made on the basis of grade level or type of position aspired to and possibly geographic proximity.

Some programs match mentors and mentees on the basis of information learned from personal data sheets filled out by participants. Mentors and mentees are matched according to their answers to questions about personal characteristics, professional interests, and expectations for the program. Sample data sheets can be found in appendixes B, C, and D.

Step 7. Implementing the Mentoring Program

After mentors and mentees have been matched on paper and have attended their respective training sessions, they are ready to meet and begin their relationship. The least restrictive type of program allows the partners to be responsible for making the initial contact and deciding how much time they want to devote and how they will use that time. A more highly structured program brings the partners together at an introductory function, requires a minimum number of contact hours, and has clearly stated objectives, such as attendance at additional training sessions or work experience.

Arranging for the partners to meet at a social event is more reliable than asking either the mentors or the mentees to make the first phone call to set up a meeting. Even the most conscientious person can get busy and put off making the call until valuable time has been lost.

The program coordinator may wish to introduce mentors and mentees to each other at a brief social gathering in the evening, at a luncheon, or following a training session. The introductory meeting could include an activity in which partners are asked to talk together, find out some specific information about each other, and then introduce each other to the larger group.

Mentors and mentees need guidelines for what they are expected to do during the course of the program. Some possibilities for activities include the following: training sessions to attend together; a tour of mentor's job site; interviews with other workers at the job site; job "shadowing," in which the mentee follows the mentor around at work, attending meetings, observing the mentor, and so on; work experience, whereby the mentee is assigned certain tasks to complete under the mentor's supervision; informal discussions on or off the job site; and culminating social event for all mentors and mentees.

Step 8. Evaluating Program Effectiveness

Once the partners have met and the program is under way, the program coordinator will need to monitor implementation of the program so that minor problems can be corrected before they become major ones. The effectiveness of individual events such as training sessions should be assessed, as well as the overall impact of the program when it is over.

In order to organize the evaluation activities, the following four-step process may be helpful: (1) decide which components of your program you wish to evaluate, (2) formulate specific evaluation questions, (3) decide on data collection methods, and (4) plan how the evaluation data will be used.

Each of these steps is discussed in more detail below.

Decide which components of your program you wish to evaluate. Performing a full-scale, comprehensive evaluation can be a full-time job. With limited time and money available for such a project, you will probably want to limit your evaluation. First, you will need to identify the key characteristics of your program. Then, you can select the elements that you feel are the most important or the most in need of evaluation. For instance, you may decide that mentor and mentee training, job shadowing, and informal discussions on and off the job site are the key characteristics of your program. Since this is the first implementation of your program, you may decide that it will be worthwhile to evaluate all three elements of the program.

Formulate specific evaluation questions. Evaluation questions should be clearly stated, specific, and relevant to those who make decisions. If evaluation questions are too vague or general, they will be difficult to answer because you will not know exactly what information is needed. Examples of evaluation questions are as follows:

- Do the training topics offered meet mentor/mentee needs?
- Are the frequency and duration of the training adequate?
- What new skills have the mentors/mentees acquired from the training?
- How informative do mentees perceive the job-shadowing experience to be? What did they learn from it?
- What topics were covered during mentor/mentee discussions? How helpful were these discussions to the mentees?
- What did the mentors/mentees gain from the mentoring program? What, if any, changes would they like to see made?

Decide on data collection methods. In order to collect information to answer your evaluation questions, you will need to identify possible sources of information; determine the most appropriate methods for obtaining the information you want; select, modify, or develop new instruments; and outline a plan for collecting the information.

Possible sources of information would be the mentors and mentees themselves, as well as school, business, and community personnel involved in the project. You also need to decide whether questionnaires, interviews, observations, or existing records are the most appropriate data collection methods. You may be able to use or modify some of the instruments in appendixes B, C, and D, or you may need to develop your own instruments, specific to your evaluation questions. Finally, you should complete a data collection plan that indicates for each evaluation question the sources of data, the

method to be used, who is responsible for collecting the data, and the time lines involved.

Plan how the evaluation data will be used. Planning how to use your evaluation information before you have collected it may seem premature. However, thinking through these final procedures may reveal important information that could improve your evaluation questions and data collection methods. You should think through how you are going to summarize the data from your questionnaires, interviews, observations, and existing records, as well as how you will present the results.

The first step in reporting results, whether the report is oral or written, is to define for your audience the purpose of your evaluation. You can do this by first stating your evaluation questions and then describing how your data collection and summary methods answer those questions. How you describe and present your findings will depend to a great extent on your audience. Details of the report, the level of language used, and the kinds of graphics and charts displayed will vary according to their needs. Those who make major decisions about your program may want more details than others.

The next step is to decide what analyses and data to provide. You can report descriptive data, such as average response, range of responses, frequency distributions, correlations, and summaries of narrative data from interviews, questionnaires, or anecdotal records. You may also wish to make various statistical comparisons, using t-tests, analysis of variance, multiple regression, and so forth. When selecting methods of data analysis, the important thing is to present the data so that the audience can understand it. It is helpful to design a reporting plan for each evaluation question that specifies the audiences, analyses, and data to provide; format and presentation method to use; and time lines or due dates for reporting.

The potential scope of mentoring programs is unlimited; the potential good, immeasurable. With the possible exception of those rare individuals who have reached the pinnacle of their personal and professional development, there is not a worker, student, participant in, or dropout from our society who would not benefit from having a mentor.

The real value of any mentoring program lies in assisting mentors and mentees to recognize the significance of such relationships so that they will all want to be mentors in the future. And just as mentees can become mentors, so can mentors become mentees. That is how we learn, that is how we grow.

This *Guide* will be a success if it helps one program to help one person.

Conducting Mentor Training

Introduction for Workshop Leaders

Why Train Mentors?

Adult role models can greatly help a young person land and keep that first big job; they can also be a factor in fostering the long-term motivation so necessary for career advancement. Having a mentor is especially helpful for youth facing unusual barriers to employment or advancement, such as those faced by young ethnic and minority women. In addition, the use of role models and mentors is an important avenue for motivating minority young women to find out about and enter emerging technological occupations, careers in the sciences, and professional careers, such as management, medicine, or law.

The purpose of mentor training is to prepare working adults to be more effective mentors for minority young women. This doesn't imply that they may not already *be* effective as mentors. It's just that while many schools have some kind of work-experience program that involves students visiting the workplace, no two programs are the same. Thus, the result for a mentor can be an accumulation of slight differences in terms, conditions, or type of student. Since working women of distinct ethnic or racial heritage are in demand as role models and mentors, they are likely to be asked to serve often, and continually changing circumstances may prove frustrating for them. Mentors truly *are* a million-dollar resource, and it makes good business sense to take care of that investment by preparing them to have a positive experience and to make it a positive experience for the student as well.

Mentor training will give adults the skills to make the most out of *any* encounter with a student during a work experience. Such training includes the nitty-gritty details of getting started and setting ground rules, deciding what to talk about, what to do (and not do) with a student, and how to plant the seeds of long-term career motivation. As a result of training, mentors will look forward to working with a student because they will know better how to help someone else develop an interest in their occupation or career area and possibly pursue the same kind of career that has been satisfying to them.

Who Can Be a Workshop Leader?

Workshop leaders can come from a wide variety of sources, including community service agencies, professional sororities or clubs, and the private sector. A workshop leader can be someone in a business or industry who trains mentors from that company only, or someone from the community who conducts workshops for mentors from several places of work.

One of the most essential qualities of a workshop leader is a commitment to equity for minorities and women in the workplace, especially in those occupations in which they continue to be underrepresented. Such commitment includes a belief that work experiences and role modeling can lead to the kind of career planning that will allow all young people to pursue work that is challenging and personally satisfying, not limited by stereotyped ideas of what work is appropriate for what kinds of people.

Potential workshop leaders should have the support of their agency or business to become a mentor trainer. In addition, they should be willing to explore their own attitudes and biases and to learn about training techniques for leading and processing group activities. After workshop leaders have completed a "training of trainers" session, they will be qualified to use the training materials and conduct mentor training.

What Are the Responsibilities of a Workshop Leader?

As a workshop leader, your primary job is to conduct the two-hour mentor training workshop. This may also mean taking care of administrative details such as location, room setup, media, and equipment, and possibly even refreshments for the participants.

You may also be the person who schedules the workshop. If this is the case, be sure to consider several alternatives (e.g., early morning, extended lunch, late afternoon, after work, or evening meeting) before deciding on a time and place that meets the needs of most of the mentors to be trained.

You will probably have some responsibility for follow-up with mentors during the mentorship time (e.g., brown-bag lunch rap session). If you do not have that responsibility, make sure you know who does, so that you can tell the mentors at the training session.

Depending on the nature of the project or program, you may also be the person who recruits mentors. And in some cases (e.g., if you are the coordinator of an entire project) you will be responsible for placement and follow-up, and possibly even selection of student mentees.

In all cases you should communicate regularly with the project coordinator, if there is such a person, or with other key people involved in the mentor process so that you will know what your responsibilities are and whether or not they extend beyond the actual conducting of training.

Special Training Notes

Your Preparation. You should be thoroughly familiar with this *Guide*, the *Ideabook for Mentors*, and the *Student Career Journal* before you conduct a training session. In addition, for each training activity you should have highlighted the important points in the corresponding reading from the *Ideabook* and prepared note cards for yourself about the main points you want to make. Finally, reading the "training tips" section of each activity will give you special preparation hints to help the activity go smoothly.

Remember. You are *not* training people how to do anything that they cannot already do! You must assume that they have the intrinsic qualities to be a successful mentor or career role model. You are helping them to sharpen and refine what they already have. Think of yourself as a helper, not as an expert.

Additional Tidbits. See appendix A at the end of this guide for more information on behaviors that help or hinder learning, general do's and don't's of training, and how to manage conflict situations.

Applications. The *Ideabook* includes a section on applying workshop activities to mentor-mentee visits. It is important for you to be familiar with these applications in order to explain how a workshop activity can be transformed into an activity that mentors can do with their students. Specific applications should be discussed at the end of each training activity.

Mentor Training Activities

This section contains an agenda for the mentor workshop and step-by-step instructions for conducting the activities. A general overview is given for each of the eight activities that make up the two and one-half hour training session. The overview includes a description of the activity, the outcome or objective of the activity, any related readings or references in the *Ideabook for Mentors* or *Student Career Journal*, the time required to conduct the activity, the materials required for the activity, and general training notes about the activity.

For most of the activities, the two pages following the overview give step-by-step procedures for leading the activity and specific tips that will help the activity go smoothly. Preparation for each activity is also highlighted. For three activities, "General Introduction," "Gathering Mentor Information," and "Wrap-Up," the procedures and tips are incorporated into the general overview.

Training Agenda

TIME REQUIRED	ACTIVITY
15–20 minutes	Getting to Know You
5–10 minutes	General Introduction
20–25 minutes	Facts and Figures
20–25 minutes	Mentors in My Life
10–15 minutes	Nitty-Gritty Issues
10–15 minutes	Gathering Mentor Information
15–20 minutes	Housekeeping Details
10 minutes	Wrap-Up

Total: approximately 2 hours

The workshop should not last more than two hours, especially if it is being held during the work day. Times given on the agenda are approximate and allow for some flexibility in case an activity runs over. Try to stay within the general time frames given because each activity is an important component of the total workshop, and training would be incomplete if something were left out.

You may notice there is no formal break time on the agenda. This is because the activities and group discussions allow flexibility for participants to get refreshment, etc., as needed.

Getting to Know You

Description of Activity	This is an opening activity, done first with partners and then in a large group, that lets participants share things about themselves and also learn things about others. By reflecting on this activity, participants gain hints for establishing positive working relationships with student mentees.
Outcome	Mentors will have a mental list of questions and guidelines for (1) putting students at ease during initial visits and (2) defining the expectations about future visits and learning experiences in the workplace.
Reading	"Productive Conversations," *Ideabook*
Time	Allow 15–20 minutes.
Materials	Newsprint, several markers, masking tape
General Notes	This activity can easily run overtime because people get involved in talking with each other. See the training tips for this activity to see how to stay in charge and keep the activity moving along. It is important to connect this activity to the mentor-mentee applications and not have it be *just* an introductory activity.

GETTING TO KNOW YOU: PREPARATION

1. Draw a sample "rap sheet" on a large piece of newsprint, labeling the information that goes in each section (see p. 17).

2. Read the *Ideabook* section entitled "Productive Conversations," and highlight the important points.

GETTING TO KNOW YOU: PROCEDURES

1. Have participants find a partner, preferably someone they do not know (or don't know well). As they move to find partners, have each person pick up a piece of newsprint and a marker.

2. Have all participants complete parts a and b of the "rap sheet" at the same time. Have participants list:

   a. their full name and job title (or responsibility) across the top of the newsprint

   b. their first name or the name by which they prefer to be called and two or three adjectives that describe them (in a semicircle below part a)

3. For parts c, d, e, and f, have partners interview each other and fill in each other's rap sheet for those sections:

   c. hero or model in your life

   d. why you're involved or interested in mentoring

   e. one fear or concern you have about being a mentor

   f. work: a past challenge or accomplishment; a goal or ambition for five years hence

4. When the interviewing is finished have each person tape her rap sheet to the wall next to her partner's . Give each person a chance to introduce her partner and share what she thinks is the *most* interesting piece of information she learned about her partner.

5. Discuss what makes it easier (or harder) to begin talking when you don't know someone very well.

GETTING TO KNOW YOU: TRAINING TIPS

Draw participants' attention to your sample rap sheet as you explain the activity to them.

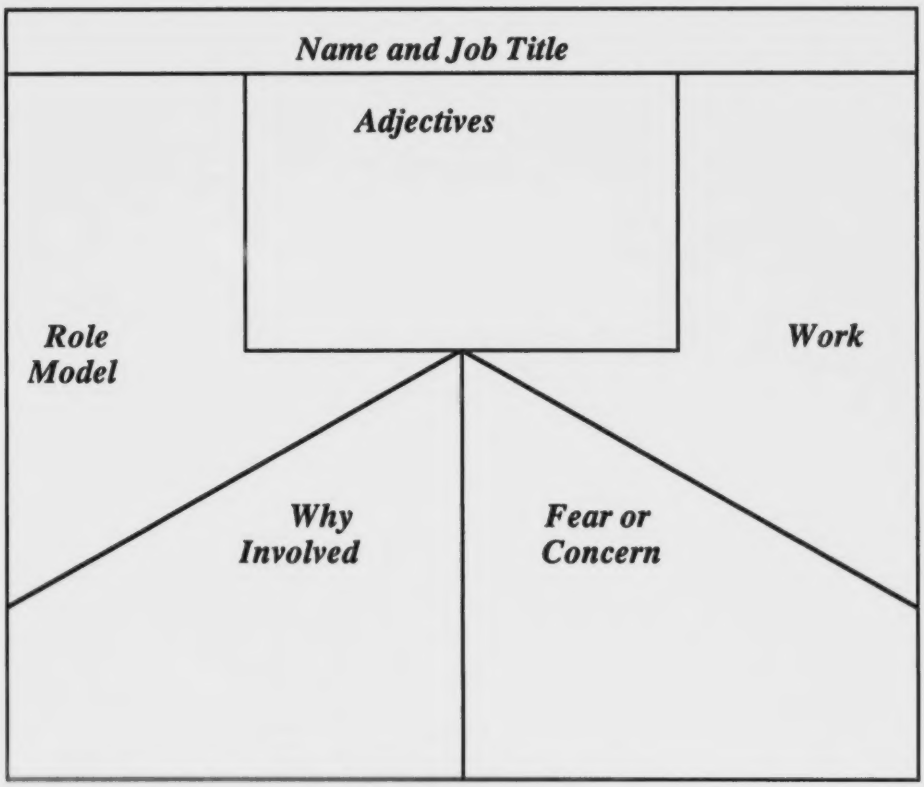
Limit interviewing to no more than 5 minutes (approximately 2 minutes per partner). Keep participants aware of elapsed time by telling them when the second partner should be talking.

Make a *firm* effort to end the interviewing and move to introductions. (It will be hard because most people will want to continue talking to each other.)

Emphasize sharing only *one* thing about the partner, so that introductions don't get too lengthy. Introductions should run no more than 1 minute each.

Refer participants to the *Ideabook* reading, and summarize or mention points that were not brought up by the group.

Sample "Rap Sheet"



SUGGESTED READING

Sometimes the first few conversations in a mentorship are awkward. This is often the case when a student admires and feels shy with the mentor, and the mentor is trying to put the student at ease. Besides "breaking the ice," the mentor needs to discuss basic expectations and ground rules so that both parties know what will happen and who's to do what. Remember: contact with your student is usually short. The sooner you establish rapport and make expectations known, the more pleasant and productive the sessions will be.

Developing a good working relationship is something like learning to drive a stick-shift car: progress is jerky until you gain experience. These guidelines should help get your relationship with your student off to a smooth start.

Exploring the Student's Personal Interests and Background

1. Classes
   - the ones she likes best or least and the reasons
   - the ones in which she does well or poorly

2. Activities out of school or after school
   - recreational
   - community service, clubs
   - jobs (volunteer or paid)

3. Favorites
   - ways to spend time
   - music
   - books, movies
   - food

4. Typical day
   - getting up, before school
   - classes, activities, people to spend time with
   - evenings
   - family and friends

5. Getting around
   - car (her own, her parents', a friend's)
   - bus, by foot

Setting Expectations

1. Decide on the number and length of mentor/student contacts. Plan the dates and times in advance, at least for the first one to two weeks.

2. Agree on what is appropriate dress.

3. Agree on a procedure for notifying each other if you will be late or absent.

4. Set up definite times to talk over problems. If you find that problem-solving sessions are not necessary, you can always relax the expectation.

5. Let your student know that you will be talking about the items that are in her *Career Journal*. You may wish to use some of the time set aside in item 4 above.

From "Productive Conversation" in the *Ideabook*.

Setting Ground Rules

1. Set up a check-in procedure for your student to use upon arrival.
2. If possible, provide a "home base" or workstation for your student.
3. Allow for breaks during visits if they are longer than two hours.
4. Make it clear how you feel about food, drinks, radios, and noise in your work area.
5. If appropriate, tell your student where she can and can't go within the organization and why.
6. Make your student aware of both the formal and informal systems (e.g., those for requesting appointments or attending meetings).

General Introduction

Description of Activity

This activity follows the introductory activity. After participants have learned about one another, they now find out about the background of and reason for this workshop.

Outcome

Participants will have a brief history of how the mentor training workshop came to be developed and why training is an important factor in short-term mentorships with student mentees.

Reading

Preface and Introduction, *Ideabook*

Time

Allow 5–10 minutes.

Materials

No specific materials are required.

General Notes

Don't try to say everything about mentoring and training in the short time you have here. Hit the major points and be brief. There will be times later in the workshop for questions and for you to give more information.

If participants have questions at this point, list them on newsprint or a section of chalkboard and keep them posted for all to see. You can refer to them at later times to note which questions are getting answered by the activities and discussion. Remaining questions can be handled during the question-and-answer period at the end of the workshop.

Points to make during the introduction include the following:

1. This training developed from a two-year Women's Educational Equity Act Program grant.

2. The focus is on collaboration between work site and school site to effectively prepare more women for tomorrow's jobs.

3. Minorities and young women can benefit from special attention to career development, since they are currently underrepresented in such jobs, and unique barriers must be overcome if that trend is to be reversed.

4. This training is not about "making you into a mentor." People who mentor others already seem to have the intrinsic qualities and values that contribute to a successful mentorship. This training will help participants to be more effective in the relatively short-term work experiences that students encounter as part of their classes or programs of study. It will impart the kinds of skills for working with young women that will result in the participant's being remembered, perhaps many years down the road, as someone who was partially responsible for ongoing career ambitions.

SUGGESTED READING

The material in this publication was developed as part of a two-year project funded by the Women's Educational Equity Act Program. Following is a brief explanation of the project and descriptions of the three products developed in conjunction with it.

A primary goal of the Mentor Project, as it was called, was to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. During the first year of the project, twenty-five minority career women in the Portland area were recruited and trained to be effective mentors. These women represented managerial and professional occupations, occupations involving technology, and nontraditional occupations for women. After undergoing training, these women served as mentors for the minority high school girls who participated in the project. A mentorship involved visits by the student to the mentor's place of work and structured activities for the student to complete and reflect upon in a student career journal.

A second goal of the project was to strengthen the capacity of local communities to use mentors as vehicles for ensuring equity in career development programs for youth. To achieve this goal during the first year, a task force made up of key representatives of the schools, the community, and private industry met regularly with the project staff to help identify factors that influence the development and maintenance of collaborative relationships and programs.

During the second year of the Mentor Project, staff used the material developed during the first year to train mentors in already-established mentoring projects in Tucson, Arizona; San Francisco, California; Portland, Oregon; and Seattle, Washington. The primary goal of the second year was to refine training materials and to test their usefulness to various types of mentoring programs. A second goal was to develop a guide that would provide a step-by-step procedure for schools, businesses, or community agencies that want to design and implement mentoring projects.

These goals were realized in the development of a series of publications entitled *Hand in Hand: A Mentoring Program for Young Women*, all with the common theme of helping young women at work. The components of this series include the following products:

Guide for Planning, Implementing, and Evaluating a Mentoring Program. A manual for program planners and presenters. The *Guide* contains procedures on how to set up and carry out a mentoring program and how to conduct a mentoring training workshop. It also includes case studies of two successful mentoring programs in the Northwest.

Ideabook for Mentors. The basis for a mentor training workshop and a handy reference during mentorships. The *Ideabook* contains descriptions of activities that mentors and students can complete during their time together. It also includes general information about mentoring and specific information about minority females and career development.

Student Career Journal. A workbook for students to use during the mentorship. The *Journal* contains information, activities, and questions for students to consider; it complements the activities described in the *Ideabook*.

From "Preface" in *Ideabook*.

SUGGESTED READING

Adult role models can greatly help a young person get and keep that first big job; they can also be a factor in fostering the long-term motivation so necessary for career advancement. Having a mentor is especially helpful for youth facing unusual barriers to employment or advancement, such as those faced by young ethnic and minority women. In addition, the use of role models and mentors is an important avenue for motivating minority young women to find out about and enter emerging technological occupations, careers in the sciences, and professional careers such as management, medicine, or law.

The purpose of this *Ideabook* is to prepare you to be an effective mentor for minority young women. This doesn't imply that you may not already *be* effective. It's just that, while many schools have some kind of work-experience program that involves students visiting the workplace, no two programs are the same. Thus the result for a mentor can be an accumulation of slight but perhaps frustrating differences in terms, conditions, or type of student. Since working women of distinct ethnic or racial heritage are in demand as role models and mentors, they are likely to be asked to serve often. So you truly *are* a million-dollar resource, and it makes good business sense to take care of that investment!

This *Ideabook* and the training session accompanying it will give you the skills to make the most out of *any* encounter a student has with you during a work-experience program. It will take you through the nitty-gritty details of getting started and setting ground rules. Further, it will help you decide what to talk about, what to do (and not do) with a student, and how to plant the seeds of long-term career motivation. As a result, you will look forward to working with students because you will know how to help someone else develop an interest in your occupation or career area and possibly pursue the same kind of career that has been satisfying to you.

What should you bring with you to any mentorship? Most of all, we assume you will bring your personal and professional vitality as a worker in a technological, scientific, professional, or nontraditional occupation. In addition, you should be supported by your business organization or agency to act as a mentor for young women, willing to work with a young woman for at least six to eight weeks in a one-on-one situation, able to participate in training that can increase your effectiveness as a mentor, and willing to become part of a community resource bank for similar future activities.

By participating in a training session, you will learn how to use this *Ideabook*, and you will gain the following benefits: activities and learning techniques that can make work experiences more meaningful for your student; an opportunity for you to reflect on the contributions that you can make as a mentor or role model for young women; an understanding of the demography of minority women relative to economics, families, education, and career choices, tips on sharing "reality" with youth; helping them understand their unique circumstances and choices, and ways to learn how business, industry, community agencies, and schools can better work together to prepare minority young women for productive, challenging, and satisfying work.

From "Introduction" in *Ideabook*.

Facts and Figures

Description of Activity

This activity presents statistical information about the status of women as related to economics, careers, and family structures. Among minorities and women there is often a feeling that nothing can be done to change status as reported in surveys and statistical reports. This activity is an interesting and personalized way to increase awareness of current conditions for women and to discuss what steps can be taken to prevent women and minorities from becoming victims of negative trends.

Outcome

Mentors will have an increased awareness of economic, family, and career issues facing minorities and women and thus will be in a better position to offer advice and information to student mentees.

Reading

"Facts and Figures about Women and Work," *Ideabook*

Time

Allow 20–25 minutes.

Materials

Index cards with "Facts and Figures" questions written on them (one question per card)
Blank index cards (one per person) for recording answers
Chalkboard or flip chart for making notes, chalk or marker, masking tape

General Notes

The first part of this activity involves participants moving around the room to give and gather answers. The second part involves a brief mathematical computation (figuring out an average). The last part of the activity is a large-group discussion, comparing individual guesstimates and averages with the actual statistics and exploring implications and trends.

Interesting sidelight: this is actually a math activity in disguise! Guessing, averaging, and sometimes even averaging the averages helps people feel better about risking an answer and helps reduce math anxiety.

If the group is large, several people may have the same question taped onto their backs.

If time is short pick the key items that relate to the summary points you want to make.

If you're not careful, this activity can easily continue for a long time (45 minutes or more), since discussion gets interesting (and sometimes even heated) if people want to disagree with the data. Read the training tips to help you field questions and keep the discussion on track.

FACTS AND FIGURES: PREPARATION

1. Print "Facts and Figures" questions on index cards (one question per card; large enough to read).

2. Look over all the questions, and mark the ten most important ones that you want to make sure get discussed. Put the index cards containing those questions at the top of the pile.

3. Make notes about any additional information you have that will supplement or enhance the answers to items.

4. Think about the questions you can ask to direct the discussion. For example:

   - Why do you think that figure is so low (or so high)?
   - What do you think that figure was five years ago (or will be five years from now)?
   - What is your personal experience of that condition or that issue (e.g., poverty, single parenthood)?

5. Tear off several pieces of masking tape and have them ready for attaching cards to people's backs.

FACTS AND FIGURES: PROCEDURES

1. Have people file past the front of the room. As they do, tape an index card to each person's back, and have the person pick up a blank answer card.

2. Explain the directions for this activity. Say to participants:

   a. Walk around the room and have five different people answer the question on your back. (All questions have a numerical answer—figures, percentages, etc.)

   b. Write the five answers on your answer card. When you have obtained five answers, you may take the card off your back and see what your question was.

   c. Return to your seat and figure out the average answer to your question and the range of your answers.

FACTS AND FIGURES: TRAINING TIPS

Give out first the questions you deem most important; people are not supposed to know which question is on their back, and they should not sit down after they have a card, since they'll just have to get up again.

If the group is small have each person get three answers instead of five.

Participants may need a reminder about the math:

Average = add all answers and divide by 5 (or 3)
Range = highest and lowest answers given

3. Group discussion: Read one of the questions you deem most important. Have the participant who had that question give the range and average. Then give the correct answer and any explanation or comments. Continue through the most important questions; go on to others if there is time.

Discuss mentor-mentee applications for this activity.

SUGGESTED READING

The plight of women in the work force is quite different from that of men. To achieve personal satisfaction and challenge, women workers must surmount barriers such as role stereotyping. In addition, women are often in the position of being the sole support of family while working at jobs that barely pay well enough to meet their own needs.

It's no secret that more and more minority women are falling into the single head of household and poverty categories. It's also no secret that professional careers, nontraditional occupations, and technology-oriented jobs pay well and offer benefits and rewards that go beyond salary considerations. The following items can be used to discuss the importance of having mentors and role models as sources of encouragement and motivation for young women entering the world of work.

See whether you can provide the correct answers to the questions below before reviewing the answer sheet that follows.

_____ 1. The so-called typical American family—husband earner, wife homemaker, and two children—accounts for what percentage of all American families?

_____ 2. What percentage of mothers with children one year old or younger are in the labor force?

_____ 3. On the average, how much do women earn for every dollar men earn?

_____ 4. According to the "Pink Ghetto Wage Gap," men in secretarial-type positions earn more than women who make up 99 percent of the workers. What percentage of male secretaries' median weekly earnings do female secretaries earn?

_____ 5. What percentage of male information clerks' median weekly earning do female information clerks (who comprise 89 percent of the workers) earn?

_____ 6. The median yearly income for all Black families is $17,000 compared to $30,000 for all white families. What is it for Black and white female-headed families?

_____ 7. What percentage of mothers in poverty are in the labor force?

_____ 8. In 1972, 76 percent of clerical workers were women. What percentage do they make up today?

_____ 9. Women constitute what percentage of electronic engineers, lawyers, and managers/administrators?

_____ 10. As recently as 1971, women earned only 7 percent of all American law degrees and only 10 percent of all American accounting degrees awarded. How had these percentages changed by the mid-1980s?

_____ 11. There has been a 300 percent increase in the number of women office holders since 1974. In Congress, what percentage of the seats do women hold?

_____ 12. By the end of this century, what percentage of Americans will be people of color?

_____ 13. It is projected that 139,000,000 persons will enter the labor force between now and the year 2000. What percentage of this increase will women, minorities, and immigrants comprise?

From "Facts and Figures about Women at Work" in the *Ideabook*.

_____ 14. By the year 2000, the number of Hispanic women in the labor force will increase by what percentage?

_____ 15. By the year 2000, minorities will make up 30 percent of all public school students. What percentage of public school teachers will they be?

Answers to "Facts and Figures about Women and Work"

1. 3.7 percent (In 1986, 56 percent of married couples saw both husband and wife work outside the home, compared to 48 percent in 1976.)
2. 52 percent (Three-fifths have children who are toddlers through first graders.)
3. 70 cents (up from 68 cents in 1986)
4. 89 percent
5. 72 percent
6. $9,000 per year for Black female-headed households and $16,00 per year for white female-headed households
7. 42 percent (The median income for women in poverty maintaining a family alone and working full-time was $7,056 in 1986. Women make up two-thirds of minimum wage earners.)
8. 80 percent of clerical workers (Of all employed women, almost 80 percent are non-professional workers.)
9. 9 percent of electronic engineers; 15 percent of lawyers; 29 percent of managers/ administrators (From "Startling Statements," 1987: 6 percent of dentists, 15 percent of geologists, 17 percent of doctors, 21 percent of chemists, 7 percent of engineers, 8 percent of physicists, 11 percent of architects.)
10. 38 percent of the law degrees, 49 percent of the accounting degrees (White males make up 90 percent of the partners in the country's largest law firms.)
11. 4.7 percent (23 out of 435 in the House, 2 out of 100 in the Senate)
12. 33 percent
13. 90 percent
14. 85 percent
15. 5 percent

Sources

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3. "Women Reach 70% Parity with Men's Pay." *Portland Oregonian*, February 2, 1988.
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6. "Status Report: What Families Earn." Data from U.S. Bureau of Census, Current Population Report, series P-60, no. 157. Reported by National Urban League.

7. "Women, Work and Poverty: A Fact Sheet," National Commission on Working Women, October 1987.

8. Association of American Colleges, Project on Status and Education of Women, vol. 16, no. 2, Fall 1986. Quoted in "Startling Statements." EQUALS Program, Lawrence Hall of Science, University of California at Berkeley, 1987.

9. "Male-Female Differences in Work Experiences, Occupations and Earnings." U.S. Census Bureau. Reported in *Parade Magazine*, January 17, 1988.

10. "Reasons behind the Male-Female Pay Gap." *Wall Street Journal*, March 20, 1987.

11. "Special Report: Women in Power." *Ms. Magazine*, April 1988.

12. "Here They Come Ready or Not." *Education Week*, May 14, 1986.

13. "Facts on U.S. Working Women: Women and the Workforce 2000." U.S. Department of Labor, Women's Bureau, Fact Sheet no. 88-1.

14. "Facts on U.S. Working Women: Women and the Workforce 2000." U.S. Department of Labor, Women's Bureau, Fact Sheet no. 88-1.

15. *Manpower Comments*, vol. 24, no. 6, July/August 1987. Quoted in "Startling Statements." EQUALS Program, Lawrence Hall of Science, University of California at Berkeley, 1987.

Mentors in My Life

Description of Activity	This is a group activity in which participants talk about the different ways that role models or mentors were important in their lives.
Outcome	Participants will gain (1) increased awareness of the general characteristics of a good mentor and (2) increased understanding of the different roles that a mentor can play. Participants will also practice skills of listening, paraphrasing, and problem solving that they can use during mentor-mentee discussions.
Reading	"Characteristics of Mentors," *Ideabook*
Time	Allow 20–25 minutes.
Materials	Newsprint, several markers, masking tape
General Notes	This activity offers a good opportunity for networking and learning about others as well as learning about mentors and mentoring.

MENTORS IN MY LIFE: PREPARATION

1. Highlight the most important points from the *Ideabook* section entitled "Characteristics of Mentors."

2. Outline the key discussion questions on a piece of newsprint to display while groups are working.

MENTORS IN MY LIFE: PROCEDURES

1. Have participants get into groups of three or four (maximum of four).

2. Tell participants that the task of each group is to discuss the different ways that role models and mentors were important in group members' lives. Specifically:

   a. *Who were they?* Significant other people in general: heroes, family role models, peers, adults. Career mentors: formal or informal, designated or "secret" (i.e., the person may not have known you considered her or him a mentor).

   b. *What were they like?* Identify some of the characteristics or qualities they exhibited that made you respond to them.

   c. *Why were they important?* What roles did they play in your life (e.g., friend, adviser, teacher, an ideal to aspire to)?

3. When the discussion is complete, have the groups post their newsprint and summarize their discussion. Allow for general comments and discussion as participants respond to other groups' notes.

MENTORS IN MY LIFE: TRAINING TIPS

It's a good idea to recombine the groups if you've just done a small-group activity before this one.

Allow 7–10 minutes for discussion.

Have each group pick a recorder and summarize their notes on newsprint according to:

a. *Who* (can be names or job titles)

b. *What* (qualities/characteristics)

c. *Why* (role, importance)

Rotate from group to group; redirect groups if the discussion is off on a tangent, or remind them of how much discussion time is left.

Combining a time reminder with the question "How far along are you?" is a good indirect way to get people back on task.

Even if time is short, try to squeeze in a 1-minute summary by each group.

If time is really running out, you might just have a general large-group discussion as people look around at the posted notes and make comments or ask questions.

Your summary points can come before or after the large-group discussion.

SUGGESTED READING

What Is a Mentor?

In Homer's epic the *Odyssey*, Mentor was the name of the man to whom Odysseus entrusted his son Telemachus when Odysseus set off on his travels and adventures. From this, the word came to mean "trusted friend and counselor" and has recently been adopted in the business world to refer to a career guide or an executive nurturer.

There are several synonyms for the term, including sponsor, role model, teacher, coach, counselor, and even benefactor. The term "sponsor" generally connotes more power than a mentor—that is, someone who can act on behalf of another to get the choicest assignments, responsibilities, and so on. The phrase "role model" seems to imply a more casual or even one-sided arrangement; in some instances a role model might be completely unaware that she or he is being perceived as a career model by someone else. In the context of this *Ideabook*, however, a mentor is someone who consciously serves as a career role model for a student.

The various synonyms can also convey different qualities of a mentor. For example, a role model is likely to be a source of inspiration about a particular career; a sponsor is likely to be someone with a vested interest in a mentee's advancement; and a peer or colleague is likely to be the source of an informal or coaching relationship.

In its broadest sense, mentorship can be thought of as providing a variety of information, guidance, and helping activities. In the context of the *Ideabook*, the terms "mentor" and "career role model" are used interchangeably, with a strong emphasis on highlighting some of the teaching and learning functions of the mentor/student work experience.

Why a Mentor Is Important

To teach about a job. A mentor shows not just cognitive understanding but a firsthand, concrete experience of the skills, tools, tasks, timelines, and pressures involved. The realities of a job often differ from the ideal perception of the job. For example, in the words of one mentor, "Students lose the 'Marcus Welby' concept of a doctor and begin to think in terms of bookkeeping and the logistics of running an office, or 4:00 a.m. emergency room duty." Embedded throughout all the specific pieces of work are the underlying values and motivations that drive a profession or trade.

To serve as a vehicle for self-discovery and for developing personal skills and habits. Having a mentor can increase the self-esteem and confidence of students and help them to expand their horizons.

To give support, encouragement, and advocacy. Minority women face the added stresses of challenging ethnic or racial as well as gender traditions. In addition, they may run into strong family or peer-group resistance to their career plans and goals. Support and encouragement are crucial in overcoming these pressures.

To provide access and advancement in underrepresented occupational areas. Mentors are most important at early career stages when much depends on the student having the motivation to persist and persevere while preparing for and starting in an occupation. Mentors should give advice on courses of study as well as information about equipment and tools.

Having a mentor can increase the chances of student getting a full-time job if they apply for one. This counters the tendency to be satisfied with part-time work or to get channeled into work that is not related to career interests.

Finally, a mentor can combat the isolation and fragmentation experienced by women in underrepresented occupations by strengthening the bonds of friendship and networking.

To foster economic and financial independence. It has been found that having a mentor is especially important for single employed mothers, 42 percent of whom live at or below the poverty level. Since minority women are becoming a larger and larger percentage of those single mothers, mentors can offer significant encouragement for minority women to aspire to and achieve higher-paying jobs and professional growth.

To help overcome obstacles. Subtle but persistent barriers deter women in general and minority women in particular from scientific and technical fields, from the trades and nontraditional

From "Characteristics of a Mentor" in the *Ideabook*.

occupations, and from professional careers. This condition is illustrated by the following quotation from Jo Shuchat Sanders.

> It is rare for women to be actively excluded from vocational and technical programs or from the jobs themselves. Instead the status quo in recruitment, training, hiring and job retention operates unintentionally to discourage women from considering these nontraditional careers.*

Perhaps successful mentorships can ultimately help to soften and reshape the organizational rigidity that has evolved from long-standing traditions, patterns, and perceptions.

The Qualities a Mentor Needs

In no particular order, the following qualities have all been cited as important for a mentor to possess:

- Willingness to invest time and energy in the professional development of a student
- Conviction of or belief in the potential of young women to contribute to the work force
- Some measure of experience, skill, advancement, recognition, or achievement in one's own occupation or career
- Awareness of and confidence in one's style of interaction and work
- High standards and expectations of oneself and one's work colleagues
- Enthusiasm and a sense of humor
- Clear and effective communication skills, including the ability to express a point, defend a position, and confront "hard" issues without getting overly aggressive or judgmental

If you are interested in being a mentor, you probably possess some, if not all, of these attributes. Participating in mentor training will help you to sharpen your skills so that you can be even more effective with a student.

* J. Shuchat Sanders. "How to Double Our Skilled Workforce." *Vocational Education* 57, no. 7 (October 1982).

Nitty-Gritty Issues

Description of Activity

This activity uses a case study approach to present some of the "human" problems or situations that a mentor may encounter at some time during the mentorship. There are no right or wrong answers, only interesting and provocative situations that stimulate discussion about how to handle them.

Outcome

Mentors will gain increased awareness of personal issues and situations that may arise during the mentorship, and they will have a list of guidelines for dealing with those kinds of situations.

Reading

"Nitty-Gritty Issues" and "Body Language," *Ideabook*

Time

Allow 20–25 minutes.

Materials

Index cards with specific situations written on them (one "nitty-gritty issue" per card).

General Notes

Be aware that this activity raises some issues that are connected with different racial or ethnic stereotypes (e.g., language or dialect, meekness or overpoliteness, dress). However, the activity is not usually seen as threatening because (1) situations are hypothetical and sometimes slightly exaggerated and (2) mentors only have to talk about how to handle the situations; they don't have to become personally invested (as they would if they had to role-play or share true-life experiences).

The large-group interaction from this activity is very valuable as people compare situations and techniques for dealing with them. Allow at least 5 minutes for large-group discussion.

NITTY-GRITTY ISSUES PREPARATION:

1. Make a copy of the "Nitty-Gritty Issues," cut them up, and tape the single items onto index cards. (It is a good idea to leave the items numbered, in case you have to skip around during discussion later.)

2. Highlight important points from the "Nitty-Gritty Issues" and "Body Language" segments of the *Ideabook*.

NITTY-GRITTY ISSUES: PROCEDURES

1. Introduce this activity by pointing out the following:

   a. People's nonverbal behaviors and attitudes convey powerful messages, usually more powerful than any words that are said at the time.

   b. Whether to confront personal issues is always a judgment call and is dependent on many factors, including the nature of the issue and the personalities of the people involved.

   c. It is important to consider how cultural norms fit into the workplace setting.

2. Have people break into groups of three or four. Go around to the groups, holding the index cards face down and fanned like a card hand, and have each person pick a card.

3. Tell participants that the group's task is to discuss each situation in terms of how they would talk to a student mentee who demonstrated that behavior or attitude.

4. Discuss the situations with the entire group. Some questions you might ask to direct the discussion are the following:
   a. What was the hardest issue in your group?

   b. Did you have an ethnic or cultural issue and no one of that ethnicity in your group? (For example, the situation was about an Asian student, but no one in the group was Asian.) Did that make any difference in handling the situation?

NITTY-GRITTY ISSUES: TRAINING TIPS

Don't talk too long.

You may have a different way of handing out cards.

Allow 8–10 minutes for group discussion.

Give time reminders if the discussion is getting lengthy. Allow about 2–3 minutes per issue, depending on group size.

Make sure that body language gets discussed. If it isn't brought up during the discussion, call attention to it separately.

You may want to ask participants for guidelines and tips *before* you summarize.

SUGGESTED READING

During the time that your student spends with you, some situations might arise that could be either left alone or dealt with. While it may feel more comfortable to leave well enough alone, it may be more beneficial in the long run to grapple with hard or sensitive issues. There are never any right answers, but here are some hypothetical incidents that you might encounter with your student. What would *you* do in each case?

1. Your student appears for your first meeting with tricolor, day-glow hair, thigh-high skirt, and a sequin in her nose. She speaks well and is courteous as she introduces herself to you. What is your first impression? What do you say to her?

2. In your discussions with your student, you find deep-seated mistrust of and anger toward white people. You can tell that she expects you to concur with her feelings. How do you deal with this? What do you say?

3. You have met with your student on three occasions, and each time you've seen her, she's looked disheveled. Her blouse is half tucked in, her hair is uncombed, her shoes are scuffed, and so on. Does this concern you? What do you say?

4. Both times that your student has come to see you, you have noticed a strange odor wafting through your office. This smell and the discolored arcs under her armpits suggest poor personal hygiene. How do you deal with this? Do you approach the problem directly? If so, how can you justify making such personal comments to someone you hardly know?

5. Your student seems nice, interested, and cooperative, but when she smiles you can see that her teeth have suffered from neglect. They are discolored and your student has bad breath. Is this your business? What do you say?

6. Your student uses poor grammar. Seldom have you heard so many double negatives and mismatched subjects and verbs in such a short amount of time. Is it sufficient for you to exemplify or model proper speech, or should you talk about it with her? What do you say?

7. Your student talks in Black dialect. You point out that it is fine to do that in other settings, but it is not appropriate in the business world. She becomes defensive and says that she has no intention of changing and, furthermore, if you were true to yourself, you wouldn't need to conform to other people's expectations. What do you do?

8. You've been sitting with your student for half an hour and have yet to hear more than a monosyllabic utterance from her. She is painfully shy. You tell her to relax, and she says that she wants to but just doesn't know how. How can you help her?

9. Your mentorship has had a tremendous influence on your student. Her enthusiasm is infectious and has brightened your day the four times you've seen her. She's intelligent and has good, but not great, grades and tremendous potential. On her fifth visit she bursts into tears. Her family just isn't making it financially, and, as she is the oldest child, she has to quit school now and get a job. What do you say? What do you do?

10. Your student has crossed the boundary from congeniality to overfamiliarity. She calls you by your first name, asks you personal questions, and treats you like a buddy. Is this a good idea? How do you handle it if you think it needs handling?

From "Nitty-Gritty Issues" in the *Ideabook*.

11. Your student's demeanor is loud and unintentionally rude. On the tour of your office, she made highly inappropriate remarks to some of the people she met (e.g., "How do you rate an office with a window?"). How do you tell her that her attempts at small talk and humor are unsuitable?

12. Your student's school counselor calls you to enlist your help. Your student has had a string of unexcused absences and tardies at school. Her grades are beginning to suffer. The counselor feels that, as the student likes you (she's always been on time for your appointments and speaks highly of you), you might have some influence. Should you get involved? To what extent?

13. You student is a dedicated, born-again, fundamentalist Christian and wants the world to know it. Every time you've seen her she has worn an "I Love Jesus" button, and she peppers her speech with "The Bible says," "If you have faith," and "It's a blessing." Do you see this as a problem? How do you talk about it with her?

14. Through subtle clues you detect that your student is becoming emotionally attached to you. She calls almost daily just to say hi, sends you friendship cards, and occasionally brings you gifts. You relationship is drawing to a close, but her need for contact with you shows no signs of letting up. Now what do you do?

15. In the first two meetings with your student, a comfortable rapport has developed. She comes to your third session looking distraught. She just found out that she is seven weeks pregnant. Her boyfriend dropped her when she told him, and she is convinced that her overbearing father would throw her out of the house if he knew. There is no clergyperson in whom she has confidence, and she's afraid to tell the school counselor. You're the only adult she trusts. She needs your help. How will you give it to her?

16. Your student smokes, and her clothes and breath smell like cigarettes. She hasn't lit up in your presence, but she sometimes exhales smoke as she walks into your office and digs into her purse as soon as she leaves. Is this something you should talk to her about? What do you say?

17. In your meetings with your student you have ascertained that, although she is very sincere, she is of lower than average intelligence. She is smart enough to do many worthwhile jobs and also smart enough to know where the money is. She has decided, partially through your inspiration, that she wants to be either a nuclear physicist or a heart transplant surgeon. Should you counsel her toward more realistic goals? If so, how?

18. Your student is responsible and earns good grades. She works hard at a part-time job and has saved some money toward college. She really needs a car in order to fulfill all her commitments but needs an adult with a steady job to cosign a small loan for the purchase. Also, by process of elimination of family and acquaintances, you're it. What do you do or say when she tells you this? Do you sign? If not, how do you tell her no?

19. You have enjoyed the time you've spent with your student. She has been attentive, has asked good questions, and has good potential. At one of your last meetings, she tells you that she has decided to be a prostitute. Her aunt is one and makes good money. She also likes the flexible hours. She asks your opinion. You give it. What is it?

20. Your student has been an interested and cooperative participant in the program, but during her third or fourth session with you she expresses a genuine concern that women can't have it all. Her aunt has done very well as a lawyer but has had a rough time in her personal life. She is divorced, and her two children spend long hours in day-care and with babysitters. She has little time for a social life. Your student wants a good job but doesn't want it to take over her whole life. She asks you, "Can women really have it both ways?" Be honest. Can they?

21. Your student believes that women entering the trades and professions are taking jobs away from men who have families to support. She thinks it may be okay for a woman to work part-time after the kids are in school so long as she's home to kiss everyone good-bye in the morning and fix dinner at night. She sincerely believes this. What do you tell her?

22. Your student has a boyfriend and wants to bring him to your sessions. You tell her you'd like to meet him, but the sessions are just for the two of you. She agrees, but her boyfriend accompanies her to every session, waits in the outer office, and gives her a big kiss as she walks into and out of your office. Are you comfortable with this? What do you say or do about it?

23. Your student confides to you that she was picked up for shoplifting last week. Because it was her first offense, she was let go, but the incident is on her permanent record. She is afraid of two things: that she'll get the urge to shoplift again and that having a juvenile record will affect her ability to get a job. What do you tell her?

24. Your student displays some of the following kinds of body language in your sessions with her. What do you say, if anything, about her nonverbal behavior?

    - Slouches in her chair with her legs apart and her arms draped over the armrest with her hands dangling.
    - Won't look you in the eye. She looks everywhere but at you, even when she is talking to you.
    - Snaps her gum while chewing it.
    - Crosses her legs and arms, aims her body away from you, and leans away from you.
    - Taps her fingers, plays with her hair, and clears her throat a lot.

25. You've noticed in your talks with your student that she is extremely boastful. She is self-confident to the point of conceit and frequently exaggerates when talking about herself. It becomes obvious that she hasn't traveled as much, accomplished as much, or spent as much as she says; she probably really hasn't dated every member of Michael Jackson's entourage. You see this as a potential problem in an employment situation. How do you talk to her about it?

26. Your student seems to want to be in the program but can't let down her "tough" facade. She talks rough and hides any warm, caring, or sympathetic feelings she might have. How do you break through and get her to relate to you person-to-person instead of rebellious adolescent to adult?

The above situations represent real-life problems that you may encounter if a student enters your life for even a short time. How these situations are discussed or resolved, or whether they are even brought up at all, will depend a lot on the rapport between you and your student. The *Ideabook* sections on "Productive Conversations" and "Body Language" have some helpful hints. In addition, here are a few guidelines that would apply in almost all cases.

- Face the problem. Ignoring it won't make it go away. Inappropriate attitudes and behaviors in the work context will, if they continue, only increase your anxiety level and probably those of your co-workers, too. If a problem is really a problem, it's best to deal with it early, before it gets bigger.
- Think beforehand about what *you* want to accomplish in dealing with a sensitive issue or situation. For example, do you want only to know whether or not the student is aware of a behavior and its effect? Or do you want to impart your viewpoint? Or do you want to change the student's behavior? Knowing your purpose helps keep things focused.

- Bring things up early in a visit; don't wait till the end of the visit or for an "opportune time" to present itself. There's probably never a good time to bring up a hard topic, and so it's best to get to it right away. You'll never regret how much better you feel after you've discussed and resolved a difficult situation.

- Separate the behavior from the person. Speak objectively about the behavior and positively about the person. For example, "I like your energy, but when you do _____, it puts me in an awkward position."

- Don't overdo humor, teasing, or jokes. Issues presented in a half-joking-but-serious manner will not always be grasped by a teenager. Also, adolescent egos can be unpredictable; what might seem funny one day may not be received in the same vein the next day. The best guideline is to stay serious but supportive, don't tease or joke, and save humor for lighter times.

- Discuss sensitive issues in a private place, if possible. Think twice about using your office, if you have a private one, because it may feel too formal and stiff if you and your student are not accustomed to meeting and talking there. Private space in the cafeteria, employee lounge, or conference room might be better. You may even want to take a walk and talk out-of-doors.

- Consider relating something personal about yourself during the discussion with your student. For example, tell her about a similar incident in your youth and how you handled it. This kind of self-disclosure and empathy makes you seem real and special to the student, not just another adult giving a lecture.

- Reinforce at a later time something positive about your student, and emphasize that the issue was about behavior, not personality.

SUGGESTED READING

Much of what we say to others and what others say to us is said without words. It is with this silent language that we often communicate our feelings. By interpreting the nonverbal "speech" of others, we can tell how they are reacting to what we do and say. This silent language, also called *body language*, consists of

- facial expressions
- eye contact
- gestures
- body movement and posture
- tone of voice
- use of personal and public space
- dress, appearance, and hygiene

You probably have become uncomfortable when a stranger stood too close to you at a bus stop or in line at a movie. You became uncomfortable because that person violated your sense of personal space. You know you can end a conversation by turning your back on someone or by breaking eye contact. This type of body language tells a person that you *don't want to talk anymore.*

Each culture gives different interpretations to the silent language. For instance, making strong eye contact in one culture may be perceived as friendly while in another it may be perceived as aggressive.

All of us know and respond to several silent languages. As a member of an ethnic group, you know the silent language of that group. You know also the body language of other groups to which you belong, such as professional colleagues or social acquaintances. Teenagers are also aware of the silent language of their peers and how it differs from that of the adults around them. For example, if young people shake hands firmly with adults, they will be received positively. Yet if they were to shake hands with their peers in the hallway between classes or at a dance, they would probably be perceived as acting silly, because they have their own ways of acknowledging each other.

Many times we have to adapt our behavior to the situation. What may be appropriate with friends or family won't be appropriate in the work setting. What is appropriate in the work setting won't always be appropriate with friends or family. Sometimes the differences are slight and don't mean anything; other times, they may cause significant misunderstandings.

In the workplace adults have certain expectations of young workers. As a mentor, you will need to be aware of how your body language affects your student. Are you conveying expectations accurately? Are you giving clear messages or mixed messages? Furthermore, you will need to interpret your student's body language to find out how you are being received or how the student is feeling about her experience.

Following are some tips about body language that will help your student come across as an interested and willing worker. Look them over, share them with your student, and let her know what she says with her nonverbal speech.

- good posture (standing and sitting)
- nodding head to show attention
- leaning toward the speaker

From "Body Language" in the *Ideabook*.

- enunciating clearly
- showing pleasant and sincere facial expressions
- maintaining eye contact
- being neatly groomed
- talking in an animated style, using small hand gestures and facial expressions
- having vocal variety (avoiding a monotone)
- appearing calm (not fidgeting)
- sitting close enough to show openness/friendliness, but not too close
- shaking hands firmly

All of us need to become more aware of the messages we give and receive through the use of body language so that we are better able to express what we want to say and understand what others are telling us.

Gathering Mentor Information

Description of Activity

This is an individual activity in which participants take time to fill out a general information form and the mentor worksheet section in their *Ideabook*. The worksheet information is the basis for career discussions between mentor and student mentee and for some of the activities in the *Student Career Journal*.

Outcome

The project coordinator will have contact information for each of the mentors to use for resource files and/or student placements. In addition, mentors will identify the information upon which career discussions with student mentee will be based.

Reading

"Talking about Your Work" and accompanying worksheet, *Ideabook*

Time

Allow 10–15 minutes. (This includes time for individual work as well as an explanation of how the mentor worksheet dovetails with the *Career Journal*.)

Materials

Mentor information forms (or cards), mentor worksheet section from the *Ideabook*

General Notes

Explain the corresponding section in the *Career Journal:* student mentees talk regularly with mentors about different aspects of work life (a typical day, advancement, personal "fit," etc.) and make notes in their journals about mentors' explanations and their own feelings about those aspects of the job.

Remind participants to finish the worksheets on their own, if they haven't enough time now.

Collect mentor information forms (or cards) either at the end of this activity or at the end of the workshop.

SUGGESTED READING

On the following pages is a worksheet for mentors. It will help you identify some specific topics about your work that you can talk about with your student. The sections of the worksheet correspond to similar sections in the *Student Career Journal*, where students are instructed to write down their notes and reactions to conversations about these topics. By the end of the mentorship, your student should have a sense of (1) what it is that you do, (2) what your working conditions are like, (3) the future outlook for your kind of work, (4) how to prepare for and advance in your kind of work, (5) how your work feels, and (6) how your work affects your personal life.

Use the worksheet by making notes about each item in the spaces provided. Try to review the worksheet before each visit from your student, for it will remind you where to steer conversations. Review it after each visit, and check off the items you covered.

While there is no set sequence for covering these topics, they do seem to go together in pairs. "What You Do" and "What Your Work Is Like" overlap some, and it is probably easiest to begin with these two topic areas. After that, you might go on to "The Future and Your Job" and "Job Entry and Preparation," which also complement each other, or you can discuss "How Your Work Feels" and "How Your Work Affects Your Personal Life," which both deal with integrating the personal and professional domains.

Conversations needn't be long or overly technical. For example, fifteen minutes would be adequate time for any one section or topic (unless, of course, the student wants to continue). Try to strike a balance between giving information and asking the student what she thinks or how she would feel.

You may want your first conversation to be about the fact that you will be having regular talks during the mentorship. Clarify with your student that you expect her to participate too. You may want to schedule regular times to talk or let conversations occur spontaneously. If you favor spontaneity, you as the mentor should initiate the first few conversations and establish a pattern.

Finally, remember that it will take several conversations with your student to cover all the material on the worksheet. In fact, you might not even get to all of it in the time that you have with her. So don't worry about trying to cover every item. If you can give your student an opportunity to glimpse and reflect on even a portion of your work life, you will have planted a small but important seed. It may not bloom for several years, but when it does, your student will remember you as someone who made a difference at the beginning of her career path.

From "Talking about Your Work" in the *Ideabook*.

What You Do

___ General description of your job

___ Major tasks, subtasks, and specific responsibilities

___ Equipment or tools you use

___ What you produce (products, services)

___ How your job fits into the total organization

___ Relationship of your job to similar types of work

What Your Work Is Like

___ Working hours (per day, per week); salary range for this type of occupation; typical fringe benefits (health insurance, retirement plan, credit unions, etc.)

___ Working environment (indoors or outdoors, travel, hazards, noise, lighting, special clothing)

___ Unions or professional organizations involved in your work; any federal, state, or local regulations that affect your work

___ How you spend a typical day

___ Personal qualities needed for this type of work

___ History of this kind of work (if relevant)

The Future and Your Job

____ General opportunities for advancement

____ Equal advancement opportunities for women and men, regardless of race or ethnicity

____ Employment projections for the next five to ten years

____ Effects of technology on your specific job and on your occupaton in general (e.g., computers, robotics, laser technology, chemical processing)

____ Effects of economic conditions on your job (local, regional, national, global)

____ Other jobs you could do with your skills

Job Entry and Preparation

____ How you got started in your job

____ Other jobs you have held, skills you developed from them, and their relationship to your present job

____ Skills you had to learn specifically for this job; how you acquired them

____ Skills you developed from life experiences in general

____ Your recommendations to others for acquiring these skills; suggestions you would give to someone applying for your job

How Your Work Feels

___ What you like most (and least) about your job

___ What you would change if you could

___ Interpersonal skills you find most important in your work and why

___ Attitudes and values that are important to you and how they are reflected in your work

___ Obstacles or barriers you had to overcome to get where you are now

___ Why you chose this type of work

___ If you are dissatisfied with your work, what you would rather be doing

Housekeeping Details

Description of Activity	This is the time to explain the details of the mentorships for which participants are being trained. The explanation should be done by the person who is most familiar with the specifics of the program. In some cases, that might be someone other than the person conducting the mentor training, such as a school counselor or the project coordinator. This is also a good time to discuss general questions and concerns that participants might have about their mentor responsibilities.
Outcome	Participants will know what will be expected of them and what will be expected of student mentee during the mentorship time.
Reading	*Ideabook for Mentors; Student Career Journal*
Time	Allow 15–20 minutes.
Materials	No specific materials are required unless there are brochures or forms for a particular project.
General Notes	If you are sharing this time with another person, such as a school representative or a project coordinator, be sure to meet beforehand to decide who will be responsible for covering which information.

HOUSEKEEPING DETAILS: PREPARATION

1. Have on hand any specific forms or information that you want to pass out.

2. Rehearse this activity, especially if you have a copresenter, to make sure that all details will be covered.

HOUSEKEEPING DETAILS: PROCEDURES

1. Review with participants answers to questions such as the following:

   a. What school(s) and/or students are involved?

   b. What is the general time frame for visits?

   c. Who has responsibility for the first contact?

   d. What future project activities are coming up? When?

   e. What support activities should take place for mentors and students during the mentorship time?

HOUSEKEEPING DETAILS: TRAINING TIPS

Mentors should know approximate starting and ending dates for visits from students. It is a good idea to specify an ending date even though informally you may encourage the mentorship to continue if both parties want it.

Since mentors are busy, you may want to have students make the first contact (usually a telephone call). However, some students may feel anxious about calling and might need coaching from their teacher or counselor. A check system can be used to ensure that the first contact is made in a timely fashion (e.g., students report to teacher or counselor; project coordinator checks with mentors). Once a student has at least left a name and phone number, the mentor can call back and schedule the first visit.

In many cases a kickoff luncheon or snacks-and-beverage get-together is a good way for mentors and students to meet and for project activities to be explained.

If mentors are all from the same place of work, you may want to suggest that they get together informally to share their mentorship experiences. Such meetings can take the form of brown-bag lunches so that the mentors do not disrupt work or a conversation during a work break.

If mentors are from different work sites, one of the agencies involved or the mentor project itself might host an informal wine-and-cheese gathering after work so that people can share their mentorship experiences.

Support activities for students best occur in the school context, either as a formal get-together (such as a class activity) or as an an informal session (such as all students meeting at the counseling center).

2. Review sections of the *Career Journal* to explain how it fits with the *Ideabook*.	Pay particular attention to the section entitled "Questions for Your Mentor" in the *Career Journal*. This corresponds to the worksheets under "Talking about Your Work" in the *Ideabook*. During the mentorship, conversations will focus on different aspects of work life, such as work environment, preparation and advancement, or "fit" into personal life. Students should write notes and personal feelings in their journals; mentors should check off topics on their worksheets after they are discussed.
3. Have a general question-and-answer period.	If you do not have answers to specific questions, let the questioner know what you can do to find the answer.

Wrap-Up

Description of Activity

This is the time to review the main points and immediate next steps and to identify questions or problems that must be cleared up.

Outcome

Reaffirmation of the value of mentoring in the career development of ethnic and minority young women; rechecking of the next steps and activities.

Time

Allow 10 minutes.

Materials

No specific materials are required.

General Notes

Important: Give reminders about any information you need but don't have. Also remind mentors to finish their mentor worksheet if they didn't complete it during the time allotted.

The wrap-up time can be shortened if other activities have run longer than expected. However, do try to include a formal wrap-up, even if it is just a few minutes long. Even a one-minute restatement of the major purpose of the training will make a stronger impression in participants' minds than "We've run out of time, so that's all."

Do try to end the workshop on time, especially if it is held during the day and participants are taking time from work to be there.

Case Studies of Successful Mentoring Programs

The Registry--Seattle, Washington

The Registry represents an expanded commitment by the business community to ensure high-quality education within Seattle's public schools. The Registry was conceived as a means to ensure that all groups of Seattle students are provided with an equal opportunity to succeed in both educational and employment endeavors. The participating companies are aware that their employees are the products of the public education system, and to the extent that they are well educated, the companies, customers, and the community will benefit.

The primary goals of the Registry's mentoring program are as follows:

- To demonstrate and reinforce the relevancy of the shared values of society in determining success. These values are reliability, teamwork, commitment, personal work-keeping, dependability, and civic responsibility.
- To provide a role model whom participants would not normally have in their daily environment.
- To reinforce student success.

Forming a Task Force for Planning

The Registry's task force, or advisory board, consists of representatives from the schools, businesses, and other organizations that have a direct impact on the success of the program. The board meets every six weeks to review program activities and provide directional and policy-making input. The meetings are limited to two hours and usually occur during the lunch hour at a central location.

The board is divided into two subcommittees. The Business Partners subcommittee's focus is to ensure that the business sponsors' needs are met, as well as to provide an opportunity for resource identification and coordination. The Program Curriculum subcommittee's focus is to ensure that the seminar

offerings meet participants' needs and are integrated with training provided by other groups.

Recruiting Mentors

The Registry recruited fifty-seven adult mentors from eight companies in the Seattle area for its pilot program. The ethnic mix of mentors was 40 percent white, 38 percent Black, and 22 percent Hispanic and Asian.

The mentors were selected from the corporate cosponsors' employees and were also recruited from the community by Registry staff who made presentations to local civic groups. The corporate cosponsors looked for successful business people who could relate well to young people; who were caring and sensitive; and who genuinely wished to assist students with their preparation either for college or for work.

Once the pool of potential mentors was identified by the participating companies, a representative from the Registry visited the prospective mentors at their workplaces and reviewed mentor responsibilities and program expectations. The mentors were then asked to complete a "Mentor Match Form" (see appendix C).

Recruiting Mentees

The pilot program recruited fifty-three students from four Seattle area high schools. All students were juniors and represented a variety of ethnic backgrounds (68 percent Black and 32 percent Filipino, Hispanic, Samoan, and Native American students).

The students were selected by the participating high schools on the basis of the following criteria:

- Being a male or female between the ages of 16 and 21
- Being currently enrolled in the eleventh or twelfth grade
- Having a minimum cumulative grade point average of 2.5 in language arts, math, and reading, as well as all other subjects (students' grade transcripts were submitted to the Registry)
- Having demonstrated leadership capabilities (such as experience as a class officer or being an active participant in academic clubs or sports)
- Having been recommended by a teacher or counselor with concurrence by the principal
- Having a record of superior school attendance as judged by teachers and counselors

Staff from the Registry met with students at each school to discuss program expectations and student responsibilities. Parental consent forms, a "Student Match Form," and other program materials were also distributed at this meeting.

Training Mentors and Mentees

Mentors. Four sessions of about two hours each are held at Pacific Northwest Bell headquarters. The topics covered are as follows:

- "How to Mentor." Explains the mentoring concept, prepares mentors for adolescent behavior, provides a sound foundation for mentoring adults to interact with students, and uses mentor training materials developed by

the Northwest Regional Educational Laboratory (NWREL) (see appendix B) (2 1/2 hours).

- "Mentor Value Sensitivity." Designed to enable mentors to get in touch with their values and minimize the possibility that they will attempt to force them on the students (2 hours).

- "Mentor Cultural Sensitivity." Designed to empower mentors to be more sensitive to individuals from cultural backgrounds different from their own (2 hours).

- "High School Life." Designed to resensitize mentors to high school pressures and increase understanding of the reasons for the current educational crisis (2 hours).

Mentees. One orientation/expectation session (about 1 hour long) is held at participating high schools. Its topic is "Student Expectations of the Mentoring Experience."

Matching Mentees with Mentors

Registry student participants are matched with successful business people based on career interests and personality characteristics. Although all matches are same-sex, they may be interethnic. In assigning mentors to mentees, the following factors are taken into consideration: sex, race, racial preferences stated by the mentor or student, age, career interests, and personality characteristics.

Matches are made with the assistance of students' high school counselors. Whenever possible, efforts are made to meet the requests and preferences stated by mentors and mentees on their "Match" forms.

Implementing the Mentoring Program

Number of contacts. At least six sessions are held, in addition to contacts between mentor and mentee to locate a summer job for the mentee.

Nature of contacts. The following types of contacts are part of the Registry program:

- One kickoff session, held at the high schools, for students, parents, and mentors. Student and mentor match forms are exchanged, and a Registry staff member discusses the program goals and curriculum.

- Mentor and student responsibilities are reviewed, and a "Match Agreement" (see appendix C) is signed by all participants and returned to the Registry office.

- Four 2-hour training seminars in job interviewing, personal development (problem solving, decision-making skills, self-esteem, appearance, and time management), and career rap sessions in the sciences and business. All seminars are offered at least twice—once during the week and once on a weekend. Mentors and students are expected to attend the seminars together.

- One work-related routine activity at the mentor's workplace.

- Mentor use of *the Ideabook for Mentors* and student use of the *Student Career Journal*, both developed by NWREL, for suggested discussion topics (see appendix B).

- Contacts between mentors and mentees in discussing summer job opportunities and scheduling interviews for mentees. The mentees provide their mentors with a list of people who have interviewed them. The mentors then contact the Registry's office to request personal letters of recommendation to be sent to the interviewers.

Mentors are expected to expose their students to the business world; demonstrate reliability, teamwork, commitment, personal word-keeping, dependability, and civic responsibility; foster a supportive, purpose-oriented relationship with their students; and set positive examples of adult role models.

Evaluating Program Effectiveness

Students and mentors fill out survey forms (see appendix C) and are also encouraged to voice opinions about the program to Registry staff, corporate sponsors, and high school counselors and principals.

Directions' Career Mentorship Program—San Francisco, California

Directions is a nonprofit organization committed to assisting low-income minority youth to reach their aspirations and potential through making informed career decisions. The organization's Career Mentorship Program (CMP) helps high school students explore careers through career days, exploratory interviews, and internships. This spectrum of activities enables CMP to serve not only students who already have some career direction (through internships) but also younger, less directed or motivated students through career days and exploratory interviews. The three activities often serve as stepping-stones, with students progressing from career days to exploratory interviews to internships.

The primary goals of the Directions mentorship program are as follows:

- To increase the job and interpersonal skills of low-income minority youth
- To provide youth with an awareness of career/job alternatives
- To give youth motivation and skills for planning for further education and careers
- To build a broad base of employer support for hiring and training low-income minority youth

Recruiting Mentors

Mentors are recruited through CMP's board of directors, through personal contacts, from personnel and community affairs offices of various companies, and from associations such as the Chamber of Commerce. Mentors are asked to fill out a "Placement Description" indicating their job duties and experiences (see appendix D).

Recruiting Mentees

CMP recruits students at yearly presentations in twenty-two public and parochial schools in San Francisco. Ninety percent of CMP students are ethnic minorities; 70 percent, low-income. Fliers are posted at high schools, and students can pick up application forms at the high school counseling office. Students are selected on the basis of need, motivation, and documented lack of skills, opportunities, and role models. Students can apply for the following:

- *Exploratory interviews.* Open to tenth- through twelfth-graders. Each year about 50 students conduct 100 exploratory interviews.

- *Internships.* Open to eleventh- and twelfth graders. Each year 30 students complete internships. Students who are interested in the program fill out an application form (see appendix D) and are interviewed by CMP staff before acceptance into the program.

Training Mentors and Mentees

Mentors. One session 2 1/2 hours long is held at the Directions office. The topic is "How to Be a Mentor."

Mentees. Ongoing workshops are held for mentees at the Directions office. Topics are the following:

- Orientation
- Goal setting
- Interviewing
- Assertiveness
- Stress management
- Career panel
- Money and values

Matching Mentees with Mentors

Mentees are assigned to mentors based on the career interests of mentees.

Implementing the Mentoring Program

Number of contacts. Internship contacts last 6 to 10 hours per week over ten weeks. Exploratory interviews are 1 1/2 hour each.

Nature of contacts. The following types of contacts are part of the Directions program:

- *Exploratory interview.* Students interview mentors one-on-one and tour work sites. Students learn about working conditions, employment options, and job satisfaction.

- *Internship.* The internship begins with an interview between student and mentor to test their compatibility, arrange a schedule, and discuss possible goals and activities.

Mentees volunteer at mentors' work sites 6–10 hours per week after school. Mentors assign, monitor, and evaluate students' work projects and provide career guidance and encouragement.

The mentors and mentees complete an "Internship Plan" (see appendix D) at the outset and submit a copy of the plan to the Directions office.

Directions staff visit the work site once during the internship.

An awards ceremony is held at the end of the program to recognize participating students and mentors.

Evaluating Program Effectiveness

Mentors and mentees fill out evaluation forms (see appendix D) at the end of the program and participate in a closing interview to discuss the following:

- Appraisal of intern's performance. What skills did the intern learn? What are the intern's weak points, and how can she or he work on them?
- Suggestions for how the intern can next explore her or his career.
- Possible employment opportunities with the mentor's company.
- Possible letter of recommendation from the mentor.

Appendix A

Supplemental Information for Trainers

Training Behaviors that Support or Hinder Learning

The best training package in the world can be ruined if a trainer is not conscious of her or his own behaviors. One way to look at behaviors is to examine those that support learning—behaviors that increase another person's autonomy as an individual by promoting a sense of equality—and those that limit learning—behaviors that diminish the other's autonomy by increasing a sense of subordination.

The following behaviors *support* learning:

- *Active listening.* This is attentive listening, not just silent, passive listening. The listener checks, through *paraphrasing*, to ensure that she or he has accurately received the information from the speaker.

- *Perception checking.* You can demonstrate your wish to understand a participant's needs by checking your perception of her or his feelings. For example: "You seem puzzled. Do you have any questions about this material?"

- *Seeking information.* This is done by asking questions directly relevant to what participants have said, and not by introducing new topics. For example: "You mentioned that you have recently participated in a skills workshop. What topics were covered?"

- *Offering information.* It is important to offer information relative to another person's concerns. It is equally important to allow that person to be free to use or not use the information. For example: "You said that you are concerned that career development opportunities for women will undermine family life. It may be interesting to you that 45 percent of all women age 16 and over are in the labor force and that only 7 percent of America's households consist of an employed father, housewife mother, and two or more school-age children. Most of these women have to work in order to aid in the support of their families."

- *Sharing your viewpoint.* It is important to be honest about your own viewpoints, values, and biases.

- *Describing your own feelings.* If a participant's question has you confused, let it be known. If a participant's behavior makes you feel "on the spot," describe the behavior, how it is affecting you, and what you are willing to do. For example: "Asking me to give you legal advice makes me uncomfortable. I am not a lawyer, but I will be happy to refer you to the appropriate agency."

These behaviors tend to *limit* learning:

- *Giving advice.* "What you should do is . . . "

- *Interpreting others' motives.* "You do that because . . . "

- *Approval on personal grounds.* "I like to work with a group with a strong commitment to equity." (When you praise people for thinking, feeling, or acting in ways that you want them to, you are asking them to conform to your standards.)

- *Disapproval on personal grounds.* "I can't tolerate . . . "

- *Emotional obligations.* This means control through arousing feelings of guilt or inferiority: "Only a sexist person would . . . "
- *Denying another's feelings.* "You can't mean that!"
- *Commands, orders.* "You will now . . . "

By being conscious of your own behaviors, you can be sure that nothing you are doing detracts from the learning experience of participants.

Do's and Don't's of Training

The following list describes another set of behaviors that can either improve upon or detract from a workshop. We will run the risk of being prescriptive and share with you a list of do's and don't's.

DO	DON'T
Relate the activity to the purposes	Deceive participants
Give an overview of the session at the beginning	Renegotiate major elements of the design (a two-hour activity cannot be cut to one hour.
Wait until the group is quiet before giving instructions	Cut off the learning of participants (be flexible on the timing of steps)
Check instructions for clarity	Argue with anyone
Keep everything simple	Be tentative
Model the values that you advocate	Fake anything
Reiterate purposes frequently	Make everything very heavy
Push a "back home" application throughout	Lose sight of the purposes of an event
Check with groups about timing (are they drawing to a close?)	Shortcut the experiential learning cycle
Attempt to empathize with participants	Force particular learnings
	Interrupt excessively
	Conduct experiences that you don't like

Every one of us has probably done some of the don't's and forgotten some of the do's. You may find it helpful to return to this list after a training session to determine whether there are things in your presentation that you would change next time.

Managing Conflict

Our training activities are designed to encourage participants to cooperate with one another in exploring the role of mentors and potential problems associated with mentoring. In any learning situation that encourages interactions among people with different opinions, values, and ways of doing things, conflicts may occur.

Generally speaking, a conflict exists when there is incompatibility of ideas or methods. Conflict is characterized at least by feelings of discomfort and at worst by feelings of hostility, antagonism, or direct opposition to the views or desires of others.

As a workshop leader, you need to be attuned to any conflict that may arise. Following are some tips for handling conflict in your training sessions:

- Separate your own feelings from the situation causing the conflict. It is most likely that values or methods or outcomes are being challenged, not you personally. Even if you are being challenged, responding from an emotional level will only pull you further into the conflict, not help you to resolve or diffuse it.

- Be clear in your mind about your purposes as a workshop leader. You are there to share information and help participants build their skills in mentoring. You are not there to convince anyone of the rightness of your position, or to mandate value choices.

- Listen attentively to the opposing position that is being presented. Paraphrase what you hear so you are certain you understand what the other person is saying.

- If necessary, acknowledge that a conflict won't get resolved here and now, and that you must move on with the workshop agenda in the interest of time and other participants. You can offer to talk about the issue after the workshop.

- Keep in mind that conflict doesn't necessarily have to be bad. Disagreement may offer a forum for discussion; working through creative tensions can be the means by which participants come to new understanding.

- Again, don't take it personally! Respond to the issue, not to the feeling.

Appendix B

Northwest Regional Educational Laboratory Flier and Forms

MENTOR TRAINING:

Linking Career Role Models with Minority Young Women

The experience of working intimately with a professional for a period of time – of being "taken under the wing" of someone with years of expertise – is absolutely invaluable.

Linkages, 1984

Northwest Regional Educational Laboratory

Center for Sex Equity

300 S.W. Sixth Avenue
Portland, OR 97204

The training component described in this brochure is the outcome of a one-year project funded by the Women's Educational Equity Act Program. The goal of that project was to develop a means to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. A second goal was to encourage collaboration among education, business, and community sectors in preparing youth for work.

The products developed by the project are

Helping Young Women at Work: An Ideabook for Mentors. Contains information about career development and mentoring for minority females. Also descriptions of specific activities that mentors and students can do during their time together.

Career Journal. A workbook for students to use during their mentorship. Contains information, activities, and questions for students to consider; complements the activities in the **Ideabook.**

Leader's Guide for Mentor Training. A manual for presenters. Contains background information about mentoring, tips about training, and step-by-step instructions on how to conduct a mentor training workshop.

Mentor Training. A brochure explaining how to begin a mentor project.

an important avenue for drawing young women into the occupations of tomorrow

Minorities and women continue to be underrepresented, and in some cases invisible, in many occupations that will shape the workforce of the 1990s. At the same time, they are becoming an increasingly greater percentage of that workforce. Collaborative programs with an emphasis on mentoring can help all students still in school to be better prepared for tomorrow's jobs.

Schools, businesses, and community agencies working with common goals can demonstrate a commitment to equal opportunity and quality of school and work preparation.

THE MENTORSHIP PROCESS

Form a Task Force or Advisory Committee. This group should include representatives from each agency having a part in the mentorship process. These agencies might include school districts, youth programs, and high technology businesses. The task force brings together a wealth of diverse viewpoints and experiences. Regular meetings of this group will be a key to the success of the project.

Designate a Coordinator for the Project. Since several groups are involved in the project, it is important to have someone coordinate meetings, placements, follow-up, and general communication.

Recruit Mentors. Initial suggestions from task force members will open many more doors. Some places to recruit minority women mentors are community organizations such as the YWCA, professional sororities, or businesses involved in technology or health sciences.

Prepare Mentors. With appropriate leader training, mentor training sessions can be delivered on a continuing basis by various agencies, including community groups, professional or service clubs, or personnel departments of local businesses.

Recruit Students. Students may come from a single school or from several; they may be in a career or vocational class, or simply be interested in exploring an occupation. A school staff member should work closely with the project coordinator in recruiting and preparing students for mentorships.

Place Students with Mentors. The specific career interests of students may not coincide exactly with the occupation of their mentors. However, interpersonal and work skills can be learned, and a student will benefit even if she wants to be a travel agent and her mentor is a data processing supervisor.

Follow-Up During the Mentorship. It is important to get progress reports from students and mentors during their time together. Planned follow-up will be helpful to future mentorships and will help make a stronger collaborative program.

COLLABORATION

Schools, businesses, and community agencies each have roles to play in the mentor training process. The catalyst can come from any group – a school career education program, a local business or industry, a community agency, a professional sorority or service club. Key people from all relevant groups should be involved in setting the goals and planning the activities of the mentor project. Collaborative programs and activities can strengthen the networks that will enable all young adults to pursue challenging work that fits their talents and interests.

TRAINING

The kinds of people who volunteer to be mentors usually have the intrinsic qualities that contribute to a successful mentorship. Training can help them sharpen and refine those qualities. Specifically, training will develop skills and techniques to make a short-term internship more meaningful for a student.

Call or Contact

The Northwest Regional Educational Laboratory can assist your agency in implementing the mentorship process, in delivering mentor training, or training of trainers.

For more information please call or contact:

Nancy Huppertz
Coordinator, Mentor Training Project
or
Dr. Bonnie Faddis
Director, Center for Sex Equity

(503) 248-6800
or
(800) 547-6339
(Outside Oregon)

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204

Mentor Information Sheet

Your name_____

Job title_____

Business name_____

Business address_____

Phone numbers: Work _____ Best time to reach you _____

Phone numbers: Home_____ Best time to reach you_____

1. What is your work like?

   a. Tasks that you do (or are responsible for):

   b. Skills necessary for successfully doing the work that you do (examples: performing calculations, making judgments, managing people, possessing computer proficiency):

   c. What kinds of things might a student do in your work setting? assignments, projects, duties:

      visit, observe, read, do:

2. In what ways have you worked with (or been involved with) young people before (school, community, club, own kids, elementary, junior high, high school, college)?

3. Are there any particular time or work constraints that we should be aware of in placing a student with you?

Student Profile

Name _____

Sex (Male____ Female____) Ethnicity _____

Grade in school _____ Date of birth _____

Home address _____

City _____ Home phone _____

Name of parent(s) or guardian(s) _____

_____

Hobbies or interests _____

Career interests _____

Paid (or volunteer) _____

Work schedule _____

_____

Best day of the week to meet _____

Best time of day to call _____

Best place to meet _____

Class Schedule	Class Title	Times
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		
Period 6		
Period 7		

Training Evaluation

Sex _____

Ethnicity _____

1. Reactions and comments on specific activities:
= Great = Needs improvement

Training Activities	Components of Training			
	Oral Presentation	Written Materials	Activity	Application
Getting to Know You				
Facts and Figures				
Mentors in My Life				
Nitty-Gritty Issues				
Gathering Mentor Information				
Housekeeping Details				

2. Rate and comment on the training session in general (1=excellent, 5=poor):

	1	2	3	4	5	Suggestions for improvement
Sequence of activities						
Pacing						
Presenter(s)						
Facilities/ arrangments						

3. What things would make this training workshop more appropriate or relevant for others of your race, ethnicity, or sex?

Mentor Evaluation

Pre _____

Post _____

To what extent do you feel confident (effective) in your ability to:

	Very Confident (Effective)	Above Average	Average	Below Average	Not Very Confident (Ineffective)
1. talk about your work					
2. talk about the work of others in your work unit, and how diffferent jobs contribute to the total organization					
3. discuss how your work fits into your personal life (or vice versa)					
4. model personal attributes such as responsibility, initiative, leadership and fellowship					
5. model positive personal interaction with peers					
6. deal frankly with personal or social issues that come up with a student or protegee					

In which of the above components would you have liked more emphasis during training? (Circle all that apply.)

1 2 3 4 5 6

Student Evaluation of Mentorship

1. How much (or how often) did the following things happen during your time spent with a mentor?

	A Lot	Sometimes	Hardly at All
Talk or activities about: Your mentor's work			
Other people's work in your mentor's organization work unit			
Preparation for (or advancement in) this kind of career			
Preparation for other occupations that interest you			
Personal, social, or economic barriers that might stand in the way of a career			
Your attitude or actions in general			

2. Which of the above things "made a difference" for you?

3. What did you gain (learn) from the mentorship?

4. What effect will the experience have on your future work or school activities (examples: classes to take, summer jobs to look for)?

5. How comfortable did you feel with your mentor? How much of that was *you*? How much was *your mentor?*

Appendix C

Registry Flier and Forms

The Registry — Everyone Benefits!

- Businesses — A wider pool of qualified, potential employees. These are achieving kids from all ethnic groups.
- Students — Greater access to community resources (i.e., jobs, scholarships, developmental opportunities). A more meaningful future.
- Educators/Teachers — A more motivated, focused student body.

"When public schools are successful, they become a national treasure. . . They can pave the road to employment, greater opportunity, and more productive lives. . . The schools can forge a common culture while respecting diversity." (**Investing in Our Children**, a statement by the Research and Policy Committee of the Committee for Economic Development.)

•Summer 1986

Become a participant! Call (206) 345-7844, Manager - Student Registry Program, for further information.

The list of committed companies is expanding rapidly.

Companies* Currently Involved

The Registry

THE ETHNIC REGISTRY OF ACHIEVING STUDENTS

A BUSINESS COMMUNITY EDUCATIONAL PROGRAM

The Registry Is:

". . . a fresh, bold, new approach by the business community."

". . . a way of targeting corporate resources to recognize, motivate, and reward successful high school students from a variety of ethnic backgrounds."

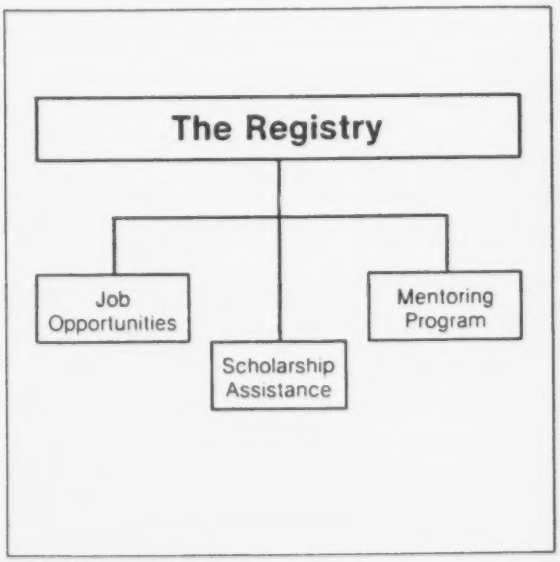
"An artfully designed database containing the names of achievers available to businesses for employment purposes . . ."

". . . A business community attempt to assure that all groups of achieving public high school students are given an equal chance to succeed in both educational and employment arenas . . ."

The Registry — An Integrated Approach Providing:

- **Job Opportunities:** Opportunities for employment will be available to participants. Matches will be based on student interests and employer needs.
- **Scholarship Assistance:** THE REGISTRY will offer tuition grants to selected college-bound participants.
- **Mentoring Program** (Mentor: A trusted friend or counselor.): Participants will be matched with business people based on career interests and personality traits. The team will participate in a series of exciting highly structured developmental experiences.

Companies can become involved in one or all three areas.



The Registry: A Way to Target Corporate Resources

Large Corporation/Business: Commit yourself to being involved. You can provide mentors and/or meaningful employment to student participants. Expand your scholarship assistance funds to help college-bound students.

Career and/or Small Business Persons: Serve as mentors for student participants and provide jobs on a smaller scale. We encourage you to consider these participants as possible employees in your business or practice.

The Registry

A BUSINESS COMMUNITY EDUCATIONAL PROGRAM

Student Match Form

(This information will be exchanged with your mentor.)

Name _____ Date _____

Home address _____ Home phone _____
Street address/city/zip

Birthdate _____ Sex _____ Soc. security no. _____

Racial/ethnic identity _____

High school _____ Year in school: _____ Junior _____ Senior

Parent/guardian _____ Daytime phone _____

Emergency contact _____ Phone _____

Post high school plans: _____ College _____ Vocational school
_____ Work _____ Other

Are you currently employed? _____ Place of employment _____

How many hours do you work per week (average)? _____

Career interests (be as specific as possible) _____

_____

_____

Three areas you would like to explore: 1) _____
2) _____
3) _____

Please describe your outside activities (i.e., community involvement, clubs, organizations, hobbies, volunteer work)

_____

_____

Do you plan to apply for a Registry scholarship? _____

(This side of the form is private and only for the use of the Registry staff.)

Are you interested in applying for a job through the Registry summer job component? _____

Do you plan to attend the SAT preparation classes offered by the Registry? _____

Have you been previously involved in the Registry? _____

If yes, your mentor's name _____

Do you wish to be rematched with the same mentor? _____ Yes _____ No

Please rank the following descriptions as they apply to you (1–most like you; 4–least like you):

I consider myself to be:

_____ highly motivated/self-confident (know what I want, need minimum direction)

_____ somewhat motivated/self-confident (know what I want, but need direction)

_____ highly motivated/needs encouragement (very capable, but uncertain)

_____ somewhat motivated/needs encouragement (very unsure, need a big push)

How did you hear about the Registry?

_____ school bulletin _____ friend or relative

_____ school staff _____ other

Student signature _____

(DO NOT WRITE BELOW THIS LINE)

****

Mentor _____ Phone _____

Notes _____

_____

_____

_____

_____

_____

_____

_____

The Registry

A BUSINESS COMMUNITY EDUCATIONAL PROGRAM

Mentor Match Form

(This information will be exchanged with your student.)

Name _____ Date _____

Home address _____ Home phone _____
Street address/city/zip

Place of employment _____ Occupation _____ How long _____

Work address _____ Work phone _____
Street address/city/zip

Immediate supervisor _____

Emergency contact _____ Phone _____

Sex _____ Ethnic/racial identity (optional) _____

Breifly describe your current occupation _____

_____

_____

List other job experience or skills _____

_____

_____

What are your outside activities (i.e., community involvement, clubs, organizations, hobbies, volunteer work)?

_____

_____

What strengths do you bring to the mentoring process? _____

_____

_____

Have you been previously involved in the Registry? _____

If yes, what year _____ 86–87 _____ 87–88

If yes, student's name _____

If the student was a junior last year, do you wish to be rematched with the same mentor?

_____ yes _____ no

How did you hear about the Registry?

_____ local media _____ friend or relative

_____ coworker _____ other

Have you ever been convicted of a felony? If yes, please explain. _____

_____

_____

_____

_____

Please rank the student that you prefer (1–most preferred; 4–least preferred):

_____ highly motivated/self-confident (know what they want, little intervention)

_____ somewhat motivated/self-confident (on their way but need reinforcement)

_____ highly motivated/somewhat direct (very capable, lots of self-doubt)

_____ somewhat motivated/needs encouragement (very unsure, needs a big push)

Mentor's signature_____

Return to 1600 7th Avenue, Room 3203, Seattle, WA 98191

****

(OFFICE USE ONLY)

Student _____School _____

Notes _____

_____

_____

_____

_____

_____

_____

_____

The Registry

A BUSINESS COMMUNITY EDUCATIONAL PROGRAM

Match Agreement

The Registry mentoring program is designed to provide participants with one-on-one adult role models who are employed within the business community. The mentor is a guide, serving to enhance the student's awareness of career options within the business arena. Mentors also serve a dual purpose of enhancing the development of the student as a total person through joint participation in program activities while also reinforcing shared values of society such as dependability, reliability, teamwork, and civic responsibility. The following list of agreements spells out the basic responsibilities for the mentor, student, and school representative.

Mentor/Student —Joint

1. The student/mentor team will participate in a minimum of four 2-hour seminars during the 12-week program. These seminars will be selected from the offerings provided through the program.
2. The student/mentor team will select a minimum of two individuals working within the student's area of interest to be interviewed over a 1-hour period.
3. The mentor will involve the student in at least one work-related routine activity (e.g., meetings). The purpose of this involvement is to expose the student to the ongoing daily activities of the business world.
4. The mentor/student team will attend a joint orientation seminar (approximately 2 hours long), which will be held at the inception of the program.

Student

1. The student is responsible for being on time for all scheduled program activities.
2. Alcohol or illegal drug use is strictly prohibited prior to and during any program activities.
3. The student is responsible for telling his/her counselor or the program staff* of any concerns, areas of discomfort, fears, dislikes, or confusion occurring between him/her and the mentor.
4. In the event of an inability to attend a scheduled program activity, the student will notify the mentor in advance of the commitment.

Mentor

1. The mentor is responsible for being on time for all scheduled program activities. In the event of a need to cancel (or reschedule), the mentor will notify the student in advance.
2. Alcohol or illegal drug use is strictly prohibited prior to and during match outings.
3. The mentor has no financial responsibilities toward the mentee (student).
4. The mentor will discuss with the program staff any areas of discomfort, fears, dislikes, or concerns regarding his/her student.

*Program staff refers to the mentoring staff or program coordinator.

Program Staff and School Counselor

1. The program staff and school counselor (or designated school representative) are responsible for coordinating match activities.

SIGNATURES

Mentor	Student
Counselor or School Representative	Mentor Program Coordinator
	Date

Student

Registry Program Evaluation Survey

1. How many seminars did you attend?

   _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

2. How many seminars did you atend with your mentor?

   _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

3. Please indicate how useful the information presented to you was. (Circle the correct response.)

   1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

4. Please indicate which session you attended:

   _____ Expectations of Ourselves
   _____ Perceptions of Ourselves
   _____ Career Rap–Medical/Science
   _____ Career Rap–Business
   _____ Interviewing
   _____ Your Physical Message
   _____ Time Management

5. On a scale of 1 to 5, please indicate how useful each seminar was to you. (Insert the correct answer for each seminar.)

   1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

   _____ Expectations of Ourselves
   _____ Perceptions of Ourselves
   _____ Career Rap–Medical/Science
   _____ Career Rap–Business
   _____ Interviewing
   _____ Your Physical Message
   _____ Time Management

6. We are thinking of offering the following seminars next fall. On a scale of 1 to 5, please indicate how interested you would be in each. (Insert the correct answer for each seminar.)

   1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

   _____ SAT Preparation Workshop
   _____ Study Skills Workshop
   _____ How to Pay for College
   _____ Career Counseling
   _____ How to Select a College
   _____ Professional English Skills

7. What other seminar topics do you feel should be included? Please list them below.

   _____

   _____

8. The length of the seminar was (circle the correct response)

   1 = About right 2 = Too long 3 = Too short

9. Other than the seminars, how many times did you meet with your mentor?

   _____ 0–1 _____ 2–3 _____ 4–5 _____ 6–7 _____ 8 or more

10. What types of things did you do with your mentor other than attending the seminars? Please list them below.

_____

_____

11. How satisfied were you with your mentor?

1 = Very satisfied 2 = Satisfied 3 = Slightly satisfied
4 = Slightly dissatisfied 5 = Dissatisfied

12. Please indicate the reasons for your feelings about your mentor:

_____

_____

_____

13. How much impact did your mentor have on your life (values, school performance, etc.)? Please circle your answer.

1 = Great impact 2 = Some impact 3 = Little impact 4 = No impact

14. As a result of the pilot program experience, I learned (circle the correct answer):

1 = More about myself and more about others
2 = More about others but little about myself
3 = More about myself but little about others
4 = Little about myself and little about others
5 = Nothing at all

15. Your relationship with your mentor is (circle your response):

1 = Great 2 = Good 3 = Fair 4 = Poor 5 = Nonexistent (awful)

16. Do you wish to continue to participate in the mentoring program in the fall?

_____ 1 = Yes, I would like the same mentor.
_____ 2 = Yes, but with a different mentor.
_____ 3 = No, I don't want to continue.

17. If you chose response 2 or 3 to question 16, please indicate the reason for your feelings:

_____

_____

_____

18. How can the mentoring program be made more useful to you?

_____

_____

_____

19. What was the most valuable part of the mentoring program experience?

_____

_____

_____

20. How can the program be made more adaptable to your needs?

_____

_____

_____

21. How helpful was it to have information about your mentor before you met him/her? Please circle the correct answer.

1 = Very helpful 2 = Helpful 3 = Slightly helpful
4 = Not very helpful 5 = Not helpful at all

22. Overall, the mentoring program has made me (check those which are applicable):

_____ Better understand the importance of education in my future.
_____ More aware of what is required for success.
_____ More willing to work hard in school.
_____ Feel better about myself.
_____ It made no impact on my life.
_____ Other (please indicate)_____

_____

If you had a mentor with a different ethnic (racial) background from yours, please answer the next two questions:

23. Your race _____ Your mentor's race_____

24. How did this ethnic (racial) background difference influence your relationship.

1 = It was a good influence 2 = It was *not* a good influence
3 = It didn't make a difference

25. Please use the space below to provide general comments about the mentoring program.

_____

_____

_____

Other comments:

_____

_____

_____

Your name_____ Mentor's name_____

Please return this now.

Thank you.

Mentor

Registry Program Evaluation Survey

1. How many seminars did you attend?

   _____ 1 _____ 2 _____ 3

2. Which sessions were they?

   _____ Cultural Sensitivity _____ Value Sensitivity _____ High School Life

3. Please rate the usefulness of these seminars in relating to your student (circle the correct response).

   1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

4. Please rate the usefulness of these seminars in your daily work environment. (Circle the appropriate response.)

   1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

5. What, if any, changes would you make in the mentor training sessions to make them more useful to you?

   _____

   _____

   _____

6. How many student seminars did you attend?

   _____ 1 _____2 _____ 3 _____ 4 _____ 5 _____ 6 _____7

7. How many seminars did you attend with your student?

   _____ 1 _____2 _____ 3 _____ 4 _____ 5 _____ 6 _____7

8. Please indicate how useful the information presented in the seminars *appeared* to be to your student (based on feedback):

   1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

9. Please indicate which session you attended:

   _____ Expectations of Ourselves
   _____ Perceptions of Ourselves
   _____ Career Rap–Medical/Science
   _____ Career Rap–Business
   _____ Interviewing
   _____ Your Physical Message
   _____ Time Management

10. Please indicate how effective it is to have mentors attend the sessions (listed in queston 9) with students. (Circle the correct response.)

    1 = Very effective 2 = Effective 3 = Somewhat effective
    4 = Not very effective 5 = Not at all effective

11. What other seminar topics do you feel should be included? Please list them:

    _____

    _____

12. In general, the length of the seminars was (please circle the appropriate response):

    1 = About right 2 = Too long 3 = Too short

13. Other than the seminars, how many times did you meet with your student?

_____ 0–1 _____ 2–3 _____ 4–5 _____ 6–7 _____ 8 or more

14. What types of things did you do with your student outside of attending the seminars?

_____

_____

15. How satisfied were you with your student or mentor match?

1 = Very satisfied 2 = Satisfied 3 = Slightly satisfied
4 = Slightly dissatisfied 5 = Dissatisfied

16. Given your response to question 15, please indicate the reasons for your feelings (satisfaction or dissatisfaction):

_____

_____

17. How effective do you feel as a mentor? Please circle the appropriate response.

1 = Very effective 2 = Effective 3 = Somewhat effective
4 = Not very effective 5 = Not at all effective

18. What impact do you think you made on your student's life? Please circle your response.

1 = Great impact 2 = Some impact 3 = Little impact 4 = No impact

19. What could the Registry have done to enhance your effectiveness as a mentor?

_____

_____

20. As a result of the pilot program experience, I learned (circle the correct response):

1 = More about myself and more about others
2 = More about others but little about myself
3 = More about myself but little about others
4 = Little about myself and little about others
5 = Nothing at all

21. Do you wish to continue to participate in the mentoring program in the fall?

_____ 1 = Yes. I would like the same student.
_____ 2 = Yes. I would like the same student, but feel I could handle another student, too.
_____ 3 = Yes, but with a different student because my student does not need me any longer.
_____ 4 = Yes, but with a different student because of personality or value differences.
_____ 5 = No. I don't want to continue as a mentor.
_____ Other comments_____

_____

22. What can be done to make the mentoring program more adaptable to your needs (time changes, etc.)?

_____

_____

23. In your view, what was the most valuable part of the mentoring program experience?

_____

_____

_____

24. Overall, the mentoring program has made me (check those which are applicable)

_____ more aware of education-related issues.
_____ better able to relate to people from ethnic backgrounds different from my own.
_____ better able to relate to teenagers.
_____ better able to understand my values.
_____ feel better about myself for having influenced another person's life.
_____ other (please indicate)_____

_____

25. Please indicate how you would describe your relationship with your student:

1 = Great 2 = Good 3 = Fair 4 = Poor 5 = Nonexistent

Why do you feel this way?_____

_____

_____

26. Overall, to what extent did the mentoring program meet your expectations? Please circle the correct response, and provide reasons for it below.

1 = It met my expectations 2 = It did not meet my expectations

Reasons for response_____

_____

27. Mentors with students of ethnic backgrounds different from theirs, please answer the next two questions:

Your ethnic background_____ Your student's ethnic background_____

28. To what extent did the difference in ethnic background influence your relationship with your mentee? Please circle the correct response.

1 = It was a good influence 2 = It was a neutral influence 3 = It was a poor influence

What could the Registry staff have done to provide additional assistance in this area?_____

_____

29. Other general comments_____

_____

_____

_____

Thank you.

Your name_____ Student's name_____

Appendix D

Directions' Career Mentorship Program Flier and Forms

It's free.

It's exciting.

It's a chance to gain skills, future job references, and self-confidence.

It's the Directions Internship.

Learn more about your occupational interests by doing an internship or exploratory interview. Just some of the possibilities are the following:

Accounting, Advertising, Architecture, Automotive, Banking, Child Care, Community Service, Computer Operations, Dentistry, Elderly Care, Engineering, Fashion Design, Fashion Merchandising, Film/Video, Graphics, Interior Design, Journalism, Languages, Law Enforcement, Management, Marketing, Medicine, Merchandising, Nursing, Personnel, Physical Therapy, Program Administration, Psychology, Public Relations, Radio Broadcasting, Secretarial, Small Business, Social Service, Travel Agencies, TV Broadcasting, Tutoring, Veterinary Medicine

Pick up an application from your school counselor.
For more information, call Directions: (415)255–0131.

Directions' Career Mentorship Program Fact Sheet

Directions is a nonprofit organization that provides job-search training and placement, and career exploration and counseling, to San Francisco high school students, particularly those of minority and lower-income backgrounds.

Directions' Career Mentorship Program helps high school students explore careers through Career Days, Exploratories, and Internships.

Career Day	10–15 students visit a company for 2–3 hours of tours, workshops, and demonstrations
	CMP arranges 9 Career Days per year
	Open to 9th–12th graders
Exploratory	Students interview adult working people ("mentors") one-on-one and get personal tours of work sites, 1 1/2 hours each
	50 students conduct 100 Exploratories each year
	Open to 10–12th graders
Internship	Students work nonpaid in businesses related to their career interests, 6–10 hours/week for 10 weeks
	30 students complete internships each year
	Interns are covered by Directions' workers compensation insurance
	Open to 11th and 12th graders

This spectrum of activities enables CMP to serve not only students who already have some career direction (through internships) but also younger, less directed or motivated students through Career Days and Exploratories. The three activities often serve as stepping-stones, with students progressing from Career Days to Exploratories to Internships.

CMP Facts

- CMP recruits students from 22 public and parochial schools in San Francisco.
- 90% of CMP students are ethnic minorities.
- CMP receives funding from foundations, businesses, and individuals.
- CMP students can explore virtually any career—from fashion to finance; from elderly care to engineering; from acting to auto mechanics.
- CMP provides extensive training and monitoring to students for all activities.
- CMP, with 1 full-time paid staff, involves over 100 volunteers to enable it to 76 serve 250 students each year.

Career Mentorship Program Application

Your name_____ Phone _____
(please print) First Last

Address _____ Zip _____

School _____ Grade_____ Age _____

Mother or guardian's name_____ Father or guardian's name _____

Which activity are you applying for (check only one):

_____ Internship (6–10 hours a week with a mentor in the area of your career interest)
_____ Exploratory (a 1–1/2 hour informational interview and tour with a professional in the area of your career interest).

Which occupations(s) would you like to explore through the program:

First choice_____

Second choice_____

Third choice_____

Please answer the following questions as specifically as possible—use a separate sheet of paper if necessary.

Why are you interested in exploring your first occupational choice?_____

_____

_____

Why are you interested in exploring your second occupational choice?_____

_____

_____

What steps have you taken to explore these interests so far?_____

_____

_____

What classes are you now taking?_____

_____

_____

_____

_____

List any extracurricular activities you are involved in this year (hobbies, clubs, etc.)_____

_____

_____

_____

_____

List all work/volunteer experience you have had (including experience *unrelated* to your occupational interests).

_____

_____

_____

_____

What special skills do you have that might be useful in an internship (typing, computer knowledge, foreign language, good writing and speaking abilities, etc.). Be specific.

_____

_____

_____

Please list two adults we may contact for references (teachers, counselors, club leaders, employers). Do not use relatives.

Name _____ Phone _____ Relationship _____

Name _____ Phone _____ Relationship _____

For help or questions about this application or the Career Mentorship Program, call Directions: (415)255–0131.

Placement Description

This placement description form will be used to select an appropriate student for referral. Please fill it out as accurately and completely as possible. Return to: DIRECTIONS Career Mentorship Program, 1049 Market Street, Suite 505, San Francisco, CA 94103. Call (415)255–0131 for further information.

Name _____ Title _____

Company _____

Address _____ Phone _____

Name of any other co-worker(s) who would be involved _____

_____

Best time to reach you _____ Business hours _____

Description of Company, Mentor, and Intern

1. Brief description of company

2. Description of mentor

   a. Current job, duties, responsibilities

   b. Why/how chose this career

   c. Previous experience/training in career

   d. Skills required for your work

   e. How long in current job _____ How long in career _____

Suggested internship activities to achieve a balance between student learning and company productivity:

Observe:	variety of work activities training/planning/client meetings
Learn:	use of tools, equipment, materials procedures and work flow techniques, skills
Visit:	other departments in the company companies in related fields and/or competitors
Read:	company reports, files, manuals
Do:	supervised work project, research project or survey written summary report of project, meetings, readings
Discuss:	student's work overview of occupation—trends, options, scope overview of company—organization, policies mentor's co-workers, mentor's supervisors, clients, guests

3. Description of internship

   a. What student will do (assignments, duties, projects)

   b. Special opportunities that may be offered

4. Required of students

   a. Skills/experience

   b. Academic preparation

   c. Personal qualities

Internship Contract

(Sample)

Student

Name _____

Address _____

_____

Phone _____

School _____

Mentor

Name _____

Title _____

Business _____

Address _____

_____

Phone _____

In case of emergency, contact:

_____

Name Phone

_____

Name Phone

Terms of Contract

1. *Work Hours*

Date internship begins _____

Expected date of completion _____

Please make sure that total internship hours planned equals no less than 60 and no more than 100 hours.

Hours per day

	Start Time	Finish Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

2. *Responsibilities*

We have carefully read the "Responsibilities as Mentor" and "Responsibilities as Intern" on the reverse side, and we agree to carry out our responsibilities as described thereon.

Student signature	Mentor signature
Date	Date

This contract is not a legal document. The purpose is to promote understanding and agreement between the intern and the mentor.

Workers' compensation and liability insurance for the student while at the mentor's work site are covered by Directions.

My Responsibilities as Mentor

As a mentor in DIRECTIONS' Career-Mentorship Program, I agree . . .

1. To provide the intern with a broad view of the entire operation, spectrum of job/career possibilities, and educational requirements.
2. With the intern, to set goals for the internship and to design steps to achieve these goals. To do this, I will meet with the intern during the first two weeks of the internship. The result of this meeting will be a completed Internship Plan.
3. To provide the encouragement and instruction to enable the intern to complete the activities necessary to reach to goals of the internship.
4. To help make the internship as challenging as possible and where possible, to give the intern genuine responsibilities. To increase the intern's responsibilities to the degree that the intern indicates she/he is willing and able to assume more responsibilities.
5. To inform the intern at the outset of the internship of my agency's requirements for dress and behavior.
6. To notify DIRECTIONS immediately if the intern is not attending the internship promptly and regularly, or if any other problems or concerns arise.
7. To keep a record of the intern's hours. (DIRECTIONS provides timesheets.)
8. To give the intern regular, honest feedback on his/her strengths and on areas in which she/he needs to improve. When possible, to suggest steps the intern should take to make needed improvements.
9. To ensure that my co-workers understand the intern's role at the company and to encourage them to partake in the intern's educational process to the degree that their workload and interests permit.
10. To complete a final evaluation for the intern.
11. To discuss with my student and with DIRECTIONS staff any consideration of terminating the internship for any reason.

My Responsibilities as Intern

As a student intern in DIRECTIONS' Career Mentorship Program, I agree . . .

1. To seek out and undertake activities (including an independent, supervised work project) that provide a comprehensive view of the organization and of my mentor's career, roles, responsibilities, and functions.
2. To meet with my mentor by the end of the second week of the internship to negotiate and plan goals and activities for the internship. The fruit of this discussion will be the Internship Plan, which we will fill out together at that meeting. I will bring a copy of this plan to the next DIRECTIONS internship meeting.
3. To be regular in attendance and on time at my internship and at student meetings.
4. To keep a record of the hours I spend at my internship (DIRECTIONS provides timesheets).
5. To notify my mentor in advance if I must be absent at any time due to illness or emergency, and to arrange make-up time at my mentor's convenience.
6. To notify DIRECTIONS should accident or illness cause me to be absent from my internship more than three times.
7. To notify DIRECTIONS staff should any problems or concerns arise regarding my internship.
8. To conform to the standards of the organization in which I am working (dress, conduct, etc.).
9. To respect my mentor's and other staff's need to meet work deadlines and deal with unexpected crises.
10. To attend internship meetings at DIRECTIONS every three weeks including a final wrap-up meeting.
11. To discuss with my mentor and with DIRECTIONS staff any consideration of terminating the internship for any reason.
12. To fill out a final evaluation of my internship and give it to DIRECTIONS staff.
13. To abide by any regulations, practices, and procedures of DIRECTIONS Career Mentorship Program not specifically stated above, as outlined by DIRECTIONS staff.

Planning the Internship

You have goals for this internship. So does the intern. They may be quite different. The challenge is for you and the intern to plan an internship that reaches both sets of goals.

Internship activities can be flexible to a certain extent, but successful internships have an overall structure. That's why meeting with your intern after one week to plan the internship is vitally important. An Internship Plan (see following sample form) is the result of this meeting.

Completing the Internship Plan

1. The intern articulates his/her current career plans, to help make sure that the internship relates in some way to these plans.

2. The intern states his/her goals for the internship. Some types of goals for interns are the following:

   a. *Learn specific skills* (e.g., "I want to learn how to operate a printing press.")

   b. *Gain an overview of the occupation* (e.g., "I intend to gain a clear understanding of what a caterer does day-to-day, and what skills and training are required.")

   c. *Personal growth* (e.g., "I hope to become more comfortable communicating with adults.")

3. You state your goals for the internship. Some types of goals for mentors are the following:

   a. *Get specified work projects done*

   b. *Help the intern grow/learn in specified ways* (e.g., help the intern gain confidence in her/his abilities; teach the intern how a product is marketed)

   c. *Learn/grow in certain ways for yourself* (e.g., improve your supervisory skills)

4. You and the intern brainstorm activities to meet the goals you've both identified. Activities can combine challenge for the intern with productivity for the company/work site. In the past, for example:

   - A student interning at a mining engineering company "digitized" a map of a mining site—entered its data into a computer.

   - A student in a clerical internship designed a filing system for use in her department.

   - An intern placed in an insurance agency "prospected"—called potential clients to assess their insurance needs.

5. Copy the form and give one copy to the intern, keep one for yourself, and submit one to the Directions office.

Internship Plan

Intern and mentor meet to negotiate and plan the internship after one week. They define specific goals they wish to achieve during the internship, and hands-on activities to achieve those goals. Read "Planning the Internship" before that meeting.

A. Intern's Career Plans

_____

_____

_____

B. Goals of Internship

For Intern	For Mentor
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

C. Activities (check right-hand column when completed)

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Activities and/or goals may be revised during the internship. Please note the changes on the Internship Plan.

Mentor's Final Evaluation

Mentor _____ Intern _____

Please complete and mail to Directions (1049 Market Street, Suite 505, San Francisco, 94103) by May 23.

1. How well did the intern and you reach the goals for the internship?

10	9	8	7	6	5	4	3	2	1
Excellent			Good			Okay		Poor	

2. Intern's overall performance:

10	9	8	7	6	5	4	3	2	1
Excellent			Good			Okay		Poor	

3. What did your intern do during the internship (major tasks or projects)?

   a. _____

   b. _____

   c. _____

4. Please list three job skills or procedures related to your career that your intern learned:

   a. _____

   b. _____

   c. _____

5. Please list three tools or types of equipment your intern learned how to use:

   a. _____

   b. _____

   c. _____

6. Please rate how well your intern learned the following qualities:

	Showed a great deal of improvement	Showed some improvement	Showed no improvement	Excellent throughout; needed no improvement
Punctual				
Reliable				
Conscientious in fulfilling assignments				
Does neat, accurate work				
Asks appropriate question				
Honest				
Fexible				
Friendly and courteous				
Follows directions				
Accepts criticism				
Exercises good judgment				
Self-motivated				
Self-confident; shows self-esteem				

7. Did your intern learn:

a. various job titles within the career? _____ yes _____ no
b. employment possibilities and outlook for the career? _____ yes _____ no
c. what training/education/experience is required? _____ yes _____ no

8. What was your intern's greatest accomplishment?

_____

_____

_____

9. What was the most important thing your intern learned about the work world?

_____

_____

_____

10. What did you learn by being a mentor?

_____

_____

_____

11. Please rate the support/information given by Directions staff:

10	9	8	7	6	5	4	3	2	1
Excellent			Good			Okay		Poor	

12. How can support/information from Directions staff be improved?

_____

_____

_____

13. Any other comments:

_____

_____

_____

Directions publications frequently use quotes from mentors. Please sign here if you are willing to have parts of your evaluation quoted.

Signature _____ Date _____

Also available from the Women's Educational Equity Act Publishing Center:

Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-bound Student

Designed to expand the career options of urban minority students, especially females who are not college bound. Includes vocational interest assessments, resume analyses, and career game exercises. For high school counselors and teachers, community-based organizations, and social service agencies.

Choices/Changes: An Investigation of Alternative Occupational Role Models

Twenty-nine engaging mini-biographies explain why women and men from all walks of life choose to pursue nontraditional careers. Illustrated with many photographs. For high school students.

It's Her Future

Winner of *Learning* magazine's award for audiovisual excellence! This film encourages exploration of the range of training opportunities and benefits available in nontraditional careers. Includes a discussion guide. For high school, vocational school, and community college students.

Career Planning for Minority Women

This workshop guide helps women appreciate their abilities and potential, and develop a systematic approach to seeking a career. Six sessions focus on analyzing skills, investigating career options, discussing common goals and problems, and raising basic issues. For post-secondary women.

The Sky's the Limit in Math-Related Careers

A fascinating handbook that informs students about careers in math and science. Women in computer science, engineering, finance, and other math-related fields offer lively anecdotes, viewpoints, and inside information about their careers. For high school students.

Choosing Occupations and Life Roles

A four-volume guide designed to help students choose careers based on their interests and abilities rather than idealized, stereotyped views about "appropriate" occupations. Helps stimulate informed, unbiased choices. For high school teachers and counselors.